



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

Commissioner of Education
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May 22, 2014

Revised

Susan L. Brown, Superintendent
Germantown Central School District
123 Main Street
Germantown, NY 12526

Dear Superintendent Brown:

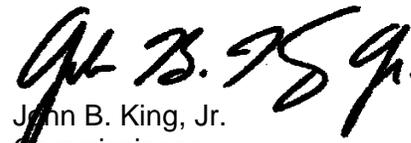
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

NOTE:

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

Created Tuesday, April 30, 2013

Updated Thursday, April 03, 2014

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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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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 : 100902040000

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

100902040000

1.2) School District Name: GERMANTOWN CSD

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

GERMANTOWN CSD

1.3) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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

1.3) 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

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, May 06, 2014

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, 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.	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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Germantown CSD Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Questar III BOCES Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Questar III BOCES Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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.

Each Grade K-3 ELA teacher of record will develop Student Learning Objectives to measure student growth. Using data results from the Germantown CSD developed (Kindergarten) and Questar III BOCES developed ELA pre-assessments (Grades 1-3), each teacher of record will set growth targets after analysis of student data and student performance on the baseline pre-assessments, subject to District approval. The performance of the students belonging to each teacher of record on the pre-assessments will be compared to their performance on locally and Questar III BOCES developed post-assessments (Grades K-2), and to student performance on the 3rd Grade

NYSTP ELA Assessment (3rd Grade). Each teacher of record will receive a score (0-20 points) based upon the percentage of students belonging to the teacher of record who meet the individually set growth targets. The number of students who meet the growth targets will be converted into a percentage, based on the percentage of students that meet the established growth targets. If 70% of the students belonging to a teacher of record meet the individually set growth targets, then 13 points will be awarded to the teacher. Table 1 in Section 2.11 sets forth all points that may be earned (0-20).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students in a teacher of record's class will meet their growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-89% of students in a teacher of record's class will meet their growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	28-50% of students in a teacher of record's class will meet their growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-27% of students in a teacher of record's class will meet their growth targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Germantown CSD Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Questar III BOCES Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Questar III BOCES Developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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.	Each Grade K-3 Math teacher of record will develop Student Learning Objectives to measure student growth. Using data results from the Germantown CSD developed (Kindergarten) and Questar III BOCES developed Math pre-assessments (Grades 1-3), each teacher of record will set growth targets after analysis of student data and student performance on the baseline pre-assessments, subject to District approval. The performance of the students belonging to each teacher of record on the pre-assessments will be compared to their performance on locally and Questar III BOCES developed post-assessments (Grades K-2), and to student performance on the 3rd Grade
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NYSTP Math Assessment (3rd Grade). Each teacher of record will receive a score (0-20 points) based upon the percentage of students belonging to the teacher of record who meet the individually set growth targets. The number of students who meet the growth targets will be converted into a percentage, and a score and corresponding HEDI rating will be based on the percentage of students that meet the established growth targets. If 70% of the students belonging to a teacher of record meet the individually set growth targets, then 13 points will be awarded to the teacher. Table 1 in Section 2.11 sets forth all points that may be earned (0-20).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students in a teacher of record's class will meet their growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-89% of students in a teacher of record's class will meet their growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	28-50% of students in a teacher of record's class will meet their growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-27% of students in a teacher of record's class will meet their growth targets.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	N/A (Common Branch)
7	District, regional or BOCES-developed assessment	Questar III BOCES Developed 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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.

The 7th and 8th Grade Science teachers of record will develop a Student Learning Objective to measure student growth. Using data results from the Questar III developed Grades 7 and Germantown CSD developed Grade 8 Science pre-assessments, the teachers of record will set growth targets after analysis of student data and student performance on the baseline pre-assessments, subject to District approval. The performance of the students belonging to the teacher of record on the pre-assessment will be compared to their performance on the Questar III developed Grade 7 Science Assessment and the 8th Grade NYSTP Science Assessment, respectively. Each teacher of record will receive a score (0-20 points) based upon the percentage of students belonging to the teacher of record who

meet the individually set growth targets. The number of students who meet the growth targets will be converted into a percentage, based on the percentage of students that meet their established growth targets. If 70% of the students belonging to the teacher of record meet the individually set growth targets, then 13 points will be awarded to the teacher. Table 1 in Section 2.11 sets forth all points that may be earned (0-20).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students in a teacher of record's class will meet their growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-89% of students in a teacher of record's class will meet their growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	28-50% of students in a teacher of record's class will meet their growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-27% of students in a teacher of record's class will meet their growth targets.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	N/A (Common Branch.)
7	District, regional or BOCES-developed assessment	Questar III BOCES Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Questar III BOCES Developed 8th Grade Social Studies Assessment

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

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.	The 7th and 8th Grade Social Studies teachers of record will develop Student Learning Objectives to measure student growth. Using data results from the District developed Social Studies pre-assessment, the teacher of record will set growth targets after analysis of student data and student performance on the baseline pre-assessments, subject to District approval. The performance of the students belonging to the teacher of record on the pre-assessment will be compared to their performance on the Questar III BOCES developed post-assessments. Each teacher of record will receive a score (0-20 points) based upon the percentage of students belonging to the teacher of record who meet the individually set growth targets. The number of students who meet the growth targets will be converted into a percentage, based on the percentage of students that meet the established growth targets. If 70% of the students belonging to the teacher of record meet the individually set growth targets, then 13 points will be awarded to the teacher. Table 1 in Section 2.11 sets forth all points that may be earned (0-20).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of record's class will meet their growth targets.

Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of record's class will meet their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of record's class will meet their growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students in a teacher of record's class will meet their growth targets.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Global History and Geography Regents

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 measuring student growth on the assessments listed for this Task.

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>The Global 2 and American History teachers of record will develop Student Learning Objectives to measure student growth. Using data results from District developed pre-assessments, each teacher of record will set growth targets after analysis of student data and student performance on the baseline pre-assessments, subject to District approval. The performance of the students belonging to each teacher of record on the pre-assessments will be compared to their performance on post-assessments (the Regents Examinations). Each teacher of record will receive a score (0-20 points) based upon the percentage of students belonging to the teacher of record who meet the individually set growth targets. The number of students who meet the growth targets will be converted into a percentage, and a score and corresponding HEDI rating will be based on the percentage of students that meet the established growth targets. If 70% of the students belonging to a teacher of record meet the individually set growth targets, then 13 points will be awarded to the teacher. Table 1 in Section 2.11 sets forth all points that may be earned (0-20).</p> <p>The Global 1 teacher of record will receive a score and corresponding HEDI rating based upon the percentage of all Global 2 students school-wide who meet their individually set growth targets on the Global History and Geography Regents Exam. The number of students who meet the growth targets will</p>
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be converted into a percentage, and a score and corresponding HEDI rating will be based on the percentage of students that meet the established growth targets. If 70% of the students belonging to the Global 2 teacher of record meet the individually set growth targets, then 13 points will be awarded to the teacher. Table 1 in Section 2.11 sets forth all points that may be earned (0-20).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students will meet their growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students will meet their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students will meet their growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students will meet their growth targets.

2.7) High School Science Regents Courses

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

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

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

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

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.

The teachers of record of High School Science Regents Courses will develop Student Learning Objectives to measure student growth. Using data results from District developed pre-assessments, each teacher of record will set growth targets after analysis of student data and student performance on the baseline pre-assessments, subject to District approval. The performance of the students belonging to each teacher of record on the pre-assessments will be compared to their performance on post-assessments (the Regents Examinations). Each teacher of record will receive a score (0-20 points) based upon the percentage of students belonging to the teacher of record who meet the individually set growth targets. The number of students who meet the growth targets will be converted into a percentage, and a score and corresponding HEDI rating will be based on the percentage of students that meet the established growth targets. If 70% of the students belonging to a teacher of record meet the individually set growth targets, then 13 points will be awarded to the teacher. Table 1 in Section 2.11 sets forth all points that may be earned (0-20).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of record's class will meet their growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of record's class will meet their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of record's class will meet their growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students in a teacher of record's class will meet their growth targets.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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 of record of High School Math Regents Courses will develop Student Learning Objectives to measure student growth. Using data results from baseline pre-assessments, each teacher of record will set growth targets after analysis of student data and student performance on the baseline pre-assessments, subject to District approval. The performance of the students belonging to each teacher of record on the pre-assessments will be compared to their performance on post-assessments (the Regents Examinations). Each teacher of record will receive a score (0-20 points) based upon the percentage of students belonging to the teacher of record who meet the individually set growth targets. The number of students who meet the growth targets will be converted into a percentage, and a score and corresponding HEDI rating will be based on the percentage of students that meet the established growth targets. If 70% of the students belonging to a teacher of record meet the individually set growth targets, then 13 points will be awarded to each teacher. Table 1 in Section 2.11 sets forth all points that may be earned (0-20).

Note: The District is administering both the NYS Common Core Algebra I regents assessment and the NYS Integrated Algebra Regents assessment to students enrolled in Common Core courses. The higher of the two scores received by each student on the respective assessments shall be used to determine

	whether a student has met his/her growth target, in accordance with SED guidance, so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of record's class will meet their growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of record's class will meet their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of record's class will meet their growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students in a teacher of record's class will meet their growth targets.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Questar III BOCES Developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Questar III BOCES Developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	NYSTP Comprehensive English Regents Examination/NYS Common Core Regents Examination

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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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 of record of 9th, 10th and 11th Grade ELA Courses will develop Student Learning Objectives to measure student growth. Using data results from Questar III BOCES (Grades 9 and 10) and District developed (Grade 11) and developed pre-assessments, each teacher of record will set growth targets after analysis of student data and student performance on the baseline pre-assessments, subject to District approval. The performance of the students belonging to each teacher of record on the pre-assessments will be compared to their performance on the Questar III BOCES post-assessment (9th Grade and 10th Grade) and to student performance on the Regents Examination (11th Grade). Each teacher of record will receive a score (0-20 points) based upon the percentage of students belonging to the teacher of record who meet the individually set growth targets. The number of students who meet the growth targets will be converted into a percentage, and a score and corresponding HEDI rating will be based on the percentage of students that meet the established growth targets. If 70% of the students
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belonging to a teacher of record meet the individually set growth targets, then 13 points will be awarded to the teacher. Table 1 in Section 2.11 sets forth all points that may be earned (0-20).

Note: Commencing with the 2014-15 school year, the District will be administering both the NYS Common Core English regents assessment and the NYS 11th Grade Comprehensive English Regents assessment to students enrolled in Common Core courses. The higher of the two scores received by each student on the respective assessments shall be used to determine whether a student has met his/her growth target, in accordance with SED guidance, so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of record's class will meet their growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of record's class will meet their growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of record's class will meet their growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students in a teacher of record's class will meet their growth targets.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Grades 7-12 Self-Contained Special Education	State Assessment	NYSAA
Grades K-2 Self-Contained and Direct Consultant Special Education	District, Regional or BOCES-developed	Questar III Developed Grade Level Specific ELA and Math Assessments
Grades 3-6 Self-Contained Special Education, all Grades 3-8 direct consultant special education teachers and Grades 3-6 Elementary reading teacher	State Assessment	NYS Grade Level Specific ELA and/or Math Assessments (as applicable)
Grades 9-12 Direct Consultant Special Education ELA and Math	District, Regional or BOCES-developed	Germantown CSD or Questar III BOCES Developed Grade Level Specific ELA and Math Assessments
Teachers of all other courses not set forth above	District, Regional or BOCES-developed	Germantown CSD or Questar III BOCES Developed Grade and Course Specific Assessments

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

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	For the Grades 7-12 Special Education teacher of record (whose students take the respective grade level NYSAA assessments, after analysis of available baseline data, including
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pre-assessments, individual student growth targets shall be established by the teacher of record, subject to District approval. Points shall be earned by the teacher of record based upon the performance of all of students on the NYSAA. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target, then 1 point will be assigned.* If a student does not approach the target, then 0 points will be assigned. All student scores will be averaged to determine the points to be earned by the teacher of record. HEDI Points (0-20) shall be assigned to the teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

For the Grades K-2 Self-Contained and Direct Consultant Special Education teachers, each teacher of record will develop Student Learning Objectives to measure student growth. Using data results from the Questar III BOCES developed ELA and Math pre-assessments, each teacher of record will set growth targets after analysis of student data and student performance on the baseline pre-assessments, subject to District approval. The performance of the students belonging to each teacher of record on the pre-assessments will be compared to their performance on the Questar III BOCES developed post-assessments, respectively. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target, then 1 point will be assigned.* If a student does not approach the growth target, then 0 points will be assigned. If a student does not meet the growth target and the score does not fall within two points of the growth target, then 0 points will be assigned. All student scores will be averaged to determine the points to be earned by the teacher of record. HEDI Points (0-20) shall be assigned to the teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

For the Grades 3-6 self-contained Special Education teachers of record, all direct consultant special education teachers of record in Grades and 3-8 and the Grades 3-6 Elementary reading teacher of record, after analysis of available baseline data, including student performance on the prior year NYS ELA and or Math assessments (as applicable and where available) individual student growth targets shall be established by each teacher of record, subject to District approval. Points shall be earned by each teacher of record listed in this paragraph based upon the performance of the students on the NYS Grade level specific ELA and Math assessments, respectively. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will be assigned.* All student scores will be averaged to determine the points to be earned by the teacher of record. HEDI Points (0-20) shall be assigned to the teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

For the Grades 9-12 Direct Consultant Special Education ELA and Math teachers of record, each teacher of record will develop Student Learning Objectives to measure student growth. Using data results from the Germantown CSD developed or Questar III BOCES developed ELA and Math pre-assessments (as applicable), each teacher of record will set growth targets after analysis of student data and student performance on the baseline pre-assessments, subject to District approval. The performance of the students belonging to each teacher of record on the pre-assessments will be compared to their performance on the Germantown CSD developed or Questar III BOCES developed post-assessments, respectively. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target, then 1 point will be assigned.* If a student does not approach the growth target, then 0 points will be assigned.* All student scores will be averaged to determine the points to be earned by the teacher of record.* HEDI Points (0-20) shall be assigned to the teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

Note: A HEDI rating (0-20 points) shall be assigned special education teachers with multiple measures as listed above based upon student performance on the respectively assessments taken by his/her students, which will be weighted proportionately based on the number of students assessed in each grade level and/or content area to arrive at the final HEDI rating. Normal rounding rules will apply for these multiple measures.

* For those teachers of record whose HEDI Score and rating are based upon Table 2 in Section 2.11, "Approaching but not meeting target" and "exceeding the growth target" will be decided by the teacher, subject to the approval of the building principal, with the ultimate approval authority vested in the Superintendent of Schools in the fall. Regardless of the decision reached, the categories will be rigorous and comparable across classrooms.

All other teachers of record not covered above will develop Student Learning Objectives to measure student growth. Using data results from Questar III BOCES or District developed grade or course-specific pre-assessments, each teacher of record will set growth targets after analysis of student data and student performance on the baseline pre-assessments, subject to District approval. The performance of the students belonging to each teacher of record on the pre-assessments will be compared to their performance on the Questar III BOCES or District developed post-assessments. Each teacher of record will receive a score (0-20 points) based upon the percentage of students belonging to the teacher of record who meet the individually set growth targets. The number of students who meet the growth targets will be converted into a percentage, and a score and corresponding HEDI rating will be based on the percentage of students that meet the established growth targets. If 70% of the students belonging to a teacher of record meet the individually set growth targets, then 13 points will be awarded to the teacher. Table that articulates all points that may be earned (0-20) is set

forth in Section 2.11 below. Table 1 in Section 2.11 sets forth all points that may be earned (0-20).

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

90-100% of students in a teacher of record's class will meet their growth targets (See Table 1 in Section 2.11).

or (as applicable)

The average class score is between 2.5 and 3.0 (See Table 2 in Section 2.11).

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

51-89% of students in a teacher of record's class will meet their growth targets (See Table 1 in Section 2.11).

or (as applicable)

The average class score is between 1.5 and 2.4 (See Table 2 in Section 2.11).

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

28-50% of students in a teacher of record's class will meet their growth targets (See Table 1 in Section 2.11).

or (as applicable)

The average class score is between .60 and 1.4 (See Table 2 in Section 2.11).

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

0-27% of students in a teacher of record's class will meet their growth targets (See Table 1 in Section 2.11).

or (as applicable)

The average class score is between .0 and .59 (See Table 2 in Section 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)

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12186/1059110-TXEttx9bQW/2.11 SLO Charts.doc

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	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, April 30, 2013

Updated Friday, May 09, 2014

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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed 4th Grade ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed 5th Grade ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed 6th Grade ELA Assessment
7	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
8	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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.

There shall be a score issued to each Grade 4-6 teacher of record based upon the percentage of students belonging to each teacher of record who meet or exceed the achievement target of 65 on Germantown CSD Developed Grade Level specific ELA assessments. The number of students belonging to each teacher of record who achieve a score of 65 or greater on the locally developed assessments will be converted into a percentage. The final percentage obtained will be converted into a HEDI point rating. A Table that contains all points that may be earned (0-15) is annexed hereto (See Table 1 uploaded in section 3.3). Until the State implements a value-added growth measure, Table 2 in section 3.3 (0-20 points) shall be used to allocate points and a corresponding HEDI rating for any Grade 4-6 teacher of record with a State provided growth score.

For all teachers of record in Grades 7-12, there shall be a School-wide measure of student achievement, whereupon a building-wide score is issued to all teachers of record, based upon the achievement of all of students who take the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English and Living Environment Regents assessments in January and at the end of the school year. This measure of student achievement is premised upon a School-Wide goal-setting process, where all Grades 7-12 teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. For this building-wide point measure, the number of students who obtained a score of 65 or greater on the above-named regents examinations administered will be divided by the total number of students who took Regents Examinations in January and at the end of the school year, to arrive at the percentage of students within the building who met the achievement target of 65 or greater. Points and a corresponding HEDI rating shall be allocated to teachers as set forth in Table 2 in Section 3.3 (20 Point Measure). For Grades 7-8 teachers of record of ELA and Math, upon the State's introduction of its value-added growth measure, Table 1 set forth in Section 3.3 (15 Point Measure) shall be used to allocate points and a corresponding HEDI rating to Grades 7-8 ELA and Math teachers of record.

Note: Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED. In addition, commencing with the 2014-15 school year, both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

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

81-100% of students will achieve a score of 65 or greater.

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

51-80% of students will achieve a score of 65 or greater.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-50% of students will achieve a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% of students will achieve a score of 65 or greater.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed 4th Grade ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed 5th Grade ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed 6th Grade Math Assessment
7	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
8	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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.	There shall be a score issued to each Grade 4-5 teacher of record (common branch) based upon the percentage of students belonging to each teacher of record who meet or exceed the achievement target of 65 on Germantown CSD Developed Grade Level specific ELA assessments. There shall be a score issued to each Grade 6 teacher of record (common branch) based upon the percentage of students belonging to each teacher of record who meet or exceed the achievement target of 65 on Germantown CSD Developed Grade Level specific Math assessment. The number of students belonging to each teacher of record who achieve a score of 65 or greater on the locally developed assessments will be converted into a percentage. The final percentage obtained will be converted into a HEDI point rating. A Table that contains all points that may be earned (0-15) is annexed hereto (See Table 1 uploaded in section 3.3). Until the State implements a value-added growth measure, Table 2 in section 3.3 (0-20 points) shall be used to allocate points and a corresponding HEDI rating for any Grade 4-6
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teacher of record with a State provided growth score. These grades 4-6 teachers are common branch teachers.

For all teachers of record in Grades 7-12, there shall be a School-wide measure of student achievement, whereupon a building-wide score is issued to all teachers of record, based upon the achievement of all of students who take the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English and Living Environment Regents assessments in January and at the end of the school year. This measure of student achievement is premised upon a School-Wide goal-setting process, where all Grades 7-12 teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. For this building-wide point measure, the number of students who obtained a score of 65 or greater on the above-named regents examinations administered will be divided by the total number of students who took Regents Examinations in January and at the end of the school year, to arrive at the percentage of students within the building who met the achievement target of 65 or greater. Points and a corresponding HEDI rating shall be allocated to teachers according to the Table 2 Section for in Section 3.3 (20 Point Measure). For Grades 7-8 teachers of record of ELA and Math, upon the State's introduction of its value-added growth measure, Table 1 set forth in Section 3.3 (15 Point Measure) shall be used to allocate points and a corresponding HEDI rating to Grades 7-8 ELA and Math teachers of record.

Note: Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED. In addition, commencing with the 2014-15 school year, both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students will achieve a score of 65 or greater.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students will achieve a score of 65 or greater.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-50% of students will achieve a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% of students will achieve a score of 65 or greater.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1059111-rhJdBgDruP/Tables 1 and 2 Section 3.3 2.28.14.docx

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed 1st Grade ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed 2nd Grade ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Questar III BOCES Developed 3rd Grade 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.	There shall be a score issued to each Grades K-3 teacher of record based upon the percentage of students belonging to each teacher of record who meet or exceed the achievement target of 65 on Germantown CSD developed (Grades K-2) or Questar III BOCES developed (Grade 3) ELA assessments. The number of students belonging to each teacher of record who achieve a score of 65 or greater on the Germantown CSD Developed (Grades K-2) or Questar III developed (Grade 3) will be converted into a percentage. The final percentage obtained will be converted into points (0-20) and a corresponding HEDI rating in accordance with the Table contained in Section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students will achieve a score of 65 or greater.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students will achieve a score of 65 or greater.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-50% of students will achieve a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% of students will achieve a score of 65 or greater.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed Kindergarten ELA Assessment

1	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed 1st Grade ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Germantown CSD Developed 2nd Grade ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Questar III BOCES Developed 3rd Grade ELA 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.	There shall be a score issued to each Grades K-3 teacher of record (common branch) based upon the percentage of students belonging to each teacher of record who meet or exceed the achievement target of 65 on Germantown CSD developed (Grades K-2) or Questar III BOCES developed (Grade 3) ELA assessments. The number of students belonging to each teacher of record who achieve a score of 65 or greater on the Germantown CSD Developed (Grades K-2) or Questar III developed (Grade 3) will be converted into a percentage. The final percentage obtained will be converted into points (0-20) and a corresponding HEDI rating in accordance with the Table contained in Section 3.13. These grades K-3 teachers are common branch teachers.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students will achieve a score of 65 or greater.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students will achieve a score of 65 or greater.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	25-50% of students will achieve a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% of students will achieve a score of 65 or greater.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

8	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
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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.

<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>Grade 6 Science teachers are common branch teachers and covered under measures above. For all teachers of record in Grades 7-12, there shall be a School-wide measure of student achievement, whereupon a building-wide score is issued to all teachers of record, based upon the achievement of all of students who take the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English and Living Environment Regents assessments in January and at the end of the school year. This measure of student achievement is premised upon a School-Wide goal-setting process, where all Grades 7-12 teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. For this building-wide point measure, the number of students who obtained a score of 65 or greater on the above-named regents examinations administered will be divided by the total number of students who took Regents Examinations in January and at the end of the school year, to arrive at the percentage of students within the building who met the achievement target of 65 or greater. Points (0-20) and a corresponding HEDI rating shall be allocated to teachers in accordance with the Table contained in Section 3.13.</p> <p>Note: Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED. In addition, commencing with the 2014-15 school year, both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.</p>
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students will achieve a score of 65 or greater.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students will achieve a score of 65 or greater.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-50% of students will achieve a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% of students will achieve a score of 65 or greater.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
8	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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.

Grade 6 Social Studies teachers are common branch teachers and covered under measures above. For all teachers of record in Grades 7-12, there shall be a School-wide measure of student achievement, whereupon a building-wide score is issued to all teachers of record, based upon the achievement of all of students who take the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English and Living Environment Regents assessments in January and at the end of the school year. This measure of student achievement is premised upon a School-Wide goal-setting process, where all Grades 7-12 teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. For this building-wide point measure, the number of students who obtained a score of 65 or greater on the above-named regents examinations administered will be divided by the total number of students who took Regents Examinations in January and at the end of the school year, to arrive at the percentage of students within the building who met the achievement target of 65 or greater. Points (0-20) and a corresponding HEDI rating shall be allocated to teachers in accordance with the Table contained in Section 3.13.

Note: Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED. In addition, commencing with the 2014-15 school year, both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be administered to students enrolled in Common Core courses. The higher of the

two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students will achieve a score of 65 or greater.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students will achieve a score of 65 or greater.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-50% of students will achieve a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% of students will achieve a score of 65 or greater.

3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
Global 2	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
American History	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all teachers of record in Grades 7-12, there shall be a School-wide measure of student achievement, whereupon a building-wide score is issued to all teachers of record, based upon the achievement of all of students who take the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English and Living Environment Regents assessments in January and at the end of the school year. This measure of
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student achievement is premised upon a School-Wide goal-setting process, where all Grades 7-12 teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. For this building-wide point measure, the number of students who obtained a score of 65 or greater on the above-named regents examinations administered will be divided by the total number of students who took Regents Examinations in January and at the end of the school year, to arrive at the percentage of students within the building who met the achievement target of 65 or greater. Points (0-20) and a corresponding HEDI rating shall be allocated to teachers in accordance with the Table contained in Section 3.13.

Note: Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED. In addition, commencing with the 2014-15 school year, both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students will achieve a score of 65 or greater.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students will achieve a score of 65 or greater.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-50% of students will achieve a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% of students will achieve a score of 65 or greater.

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
Earth Science	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

Chemistry	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
Physics	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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.	<p>For all teachers of record in Grades 7-12, there shall be a School-wide measure of student achievement, whereupon a building-wide score is issued to all teachers of record, based upon the achievement of all of students who take the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English and Living Environment Regents assessments in January and at the end of the school year. This measure of student achievement is premised upon a School-Wide goal-setting process, where all Grades 7-12 teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. For this building-wide point measure, the number of students who obtained a score of 65 or greater on the above-named regents examinations administered will be divided by the total number of students who took Regents Examinations in January and at the end of the school year, to arrive at the percentage of students within the building who met the achievement target of 65 or greater. Points (0-20) and a corresponding HEDI rating shall be allocated to teachers in accordance with the Table contained in Section 3.13.</p> <p>Note: Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED. In addition, commencing with the 2014-15 school year, both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.</p>
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students will achieve a score of 65 or greater.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students will achieve a score of 65 or greater.

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-50% of students will achieve a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% of students will achieve a score of 65 or greater.

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
Geometry	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
Algebra 2	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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.

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.	For all teachers of record in Grades 7-12, there shall be a School-wide measure of student achievement, whereupon a building-wide score is issued to all teachers of record, based upon the achievement of all of students who take the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English and Living Environment Regents assessments in January and at the end of the school year. This measure of student achievement is premised upon a School-Wide goal-setting process, where all Grades 7-12 teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. For this building-wide point measure, the number of students who obtained a score of 65 or greater on the above-named regents examinations administered will be divided by the total number of students who took Regents Examinations in January and at
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the end of the school year, to arrive at the percentage of students within the building who met the achievement target of 65 or greater. Points (0-20) and a corresponding HEDI rating shall be allocated to teachers in accordance with the Table contained in Section 3.13.

Note: Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED. In addition, commencing with the 2014-15 school year, both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students will achieve a score of 65 or greater.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students will achieve a score of 65 or greater.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-50% of students will achieve a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% of students will achieve a score of 65 or greater.

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

<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>For all teachers of record in Grades 7-12, there shall be a School-wide measure of student achievement, whereupon a building-wide score is issued to all teachers of record, based upon the achievement of all of students who take the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English and Living Environment Regents assessments in January and at the end of the school year. This measure of student achievement is premised upon a School-Wide goal-setting process, where all Grades 7-12 teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. For this building-wide point measure, the number of students who obtained a score of 65 or greater on the above-named regents examinations administered will be divided by the total number of students who took Regents Examinations in January and at the end of the school year, to arrive at the percentage of students within the building who met the achievement target of 65 or greater. Points (0-20) and a corresponding HEDI rating shall be allocated to teachers in accordance with the Table contained in Section 3.13.</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>81-100% of students will achieve a score of 65 or greater.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-80% of students will achieve a score of 65 or greater.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>25-50% of students will achieve a score of 65 or greater.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-24% of students will achieve a score of 65 or greater.</p>

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Elementary self-contained Special Education, Elementary Reading and all other Special Subject tenure area elementary courses	6(ii) School wide measure computed locally	Germantown CSD or Questar III BOCES Developed Grade Specific ELA Assessments
Elementary Direct Consultant Special Education	6(ii) School wide measure computed locally	Germantown CSD or Questar III BOCES Developed Grade Specific ELA Assessments
All other Grades 7-12 teachers not covered above	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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

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

<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>For reading, self-contained special education, and special subject tenure area teachers (e.g. art, physical education, music) who instruct at the elementary level, a school-wide score by grade level shall be issued to each such teacher of record, based upon the percentage of students by grade level (in the grade levels in which each respective teacher instructs) who meet or exceed the achievement target of 65 or greater on the Germantown CSD developed (Grades K-2 and 4-6) or Questar III BOCES developed (Grade 3) ELA assessments (as applicable). The number of students in the Grade levels in which each above-referenced teacher instructs shall be converted into a percentage. Points (0-20) and a corresponding HEDI rating shall be allocated to these teachers of record based upon the percentage of students within the grade levels in which each such teacher instructs who achieve a score of 65 or greater in accordance with the Table contained in Section 3.13.</p> <p>Elementary special education direct consultant teachers of record shall receive an achievement score based upon the percentage of all students within the classroom(s) in which the consultant special education teacher provides instruction who achieve a score of 65 or greater on the Germantown CSD developed (Grades K-2 and 4-6) or Questar III BOCES developed (Grade 3) ELA assessments (as applicable). The number of students in the classroom(s) in which the special education direct consultant teacher provides instruction who achieve a score of 65 or greater shall be converted into a percentage. Points (0-20) and a corresponding HEDI rating shall be allocated to these teachers of record based upon the percentage of students in the classroom(s) in which they provide instructional services who achieve a score of 65 or greater in</p>
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accordance with the Table contained in Section 3.13.

For all other teachers of record in Grades 7-12 not covered above, there shall be a School-wide measure of student achievement, whereupon a building-wide score is issued to all teachers of record, based upon the achievement of all of students who take the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English and Living Environment Regents assessments in January and at the end of the school year. This measure of student achievement is premised upon a School-Wide goal-setting process, where all Grades 7-12 teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. For this building-wide point measure, the number of students who obtained a score of 65 or greater on the above-named regents examinations administered will be divided by the total number of students who took Regents Examinations in January and at the end of the school year, to arrive at the percentage of students within the building who met the achievement target of 65 or greater. Points (0-20) and a corresponding HEDI rating shall be allocated to teachers in accordance with the Table contained in Section 3.13.

Note: Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED. In addition, commencing with the 2014-15 school year, both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	81-100% of students will achieve a score of 65 or greater.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students will achieve a score of 65 or greater.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-50% of students will achieve a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% of students will achieve a score of 65 or greater.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1059111-y92vNseFa4/Table for Section 3.13 2.28.14.docx

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers with more than one locally selected measure of student achievement, the HEDI score will be computed for each measure based upon the number of students scores included in each measure, and the final HEDI rating will be obtained by taking the weighted average of the scores received for each measure, based upon the percentage of students included in each respective measure as compared to the total number of students that inform the teacher of record's score. Normal rounding rules will apply.

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, April 30, 2013

Updated Friday, May 09, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
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Second Rubric, if applicable	Not Applicable
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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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

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

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, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The parties have mutually agreed upon the following points allocation within the Domains and Elements of the Danielson Framework for Teaching (2011 Revised Edition) for the Local 60 Points rubric rating:

- Domain 1. PLANNING & PREPARATION: 13 Points
- Element 1a: Demonstrating Knowledge of Content and Pedagogy - 2 Points
- Element 1b: Demonstrating Knowledge of Students - 2 Points
- Element 1c: Setting Instructional Outcomes - 2 Points
- Element 1d: Demonstrating Knowledge of Resources - 2 Points
- Element 1e: Designing Coherent Instruction - 2 Points
- Element 1f: Designing Student Assessments - 3 Points

- Domain 2. THE CLASSROOM ENVIRONMENT: 14 Points
- Element 2a: Creating an Environment of Respect and Rapport - 3 Points
- Element 2b: Establishing A Culture for Learning - 4 Points

Element 2c: Managing Classroom Procedures - 2 Points

Element 2d: Managing Student Behavior - 2 Points

Element 2e: Organizing Physical Space - 3 Points

Domain 3. INSTRUCTION: 18 Points

Element 3a: Communicating with Students - 3 Points

Element 3b: Using Questioning and Discussion Techniques - 4 Points

Element 3c: Engaging Students in Learning - 4 Points

Element 3d: Using Assessment in Instruction - 3 Points

Element 3e: Demonstrating Flexibility & Responsiveness - 4 Points

Domain 4. PROFESSIONAL RESPONSIBILITIES: 15 Points

Element 4a: Reflecting on Teaching - 2 Points

Element 4b: Maintaining Accurate Records - 4 Points

Element 4c: Communicating with Families - 3 Points

Element 4d: Participating in a Professional Community - 3 Points

Element 4e: Growing and Developing Professionally - 2 Points

Element 4f: Showing Professionalism - 1 Points

The above-referenced point distribution places a majority of the points within Domains 2 and 3, in accordance with the mandates of Education Law Section 3012-c, as these Domains are directly observable in the classroom.

Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:

1. A "Highly Effective" rating shall receive 100% of the total point value for the element.
2. An "Effective" rating shall receive 96% of the total point value for the element.
3. A "Developing" rating shall receive 88 % of the total point value for that element.
4. An "Ineffective" rating shall receive no points for that element.

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score. In no event shall rounding rules cause a teacher to move into a different HEDI performance category.

A sample Local 60 Points calculation pursuant to this point assignment methodology is contained in the attachment hereinbelow.

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The relative weights attributed to the sub-domain values for the receipt of the respective ratings as set forth above and the HEDI Bands above were locally negotiated in order to enhance the likelihood that a teacher who receives an "effective" on the Local 20, the State 20 and the Local 60 would receive a composite effectiveness rating within the regulated "effective" range (of 75-90). The values attributable to the rubric take into account the State's HEDI bands for the 40% of the APPR attributable to the Local and State Measures of student achievement and/or growth.

OBSERVATION/EVALUATION PROCEDURES:

In addition, the parties have agreed that the following procedures shall apply to the observation of those teachers who are subject to the requirements of 3012-c of the New York State Education Law and Part 30-2 of the Regents Rules:

1. All tenured teachers shall receive two classroom observations annually, absent mutual agreement to the contrary, and no classroom observations shall be conducted prior to September 15th of the school year. The Lead Evaluator responsible for completing a Teacher's Local 60 Point Rubric score shall conduct at least one of the classroom observations annually.
2. To the extent practicable announced and unannounced classroom observations shall be reasonably spaced apart during the school year.
3. Probationary teachers shall receive at least two formal announced classroom observations per year.
4. Tenured teachers shall receive one formal announced classroom observation per year.
5. An announced observation shall be conducted prior to an unannounced classroom observation, unless otherwise mutually agreed.
6. The length of an announced classroom observation shall begin at the start of the class and last a minimum of one instructional period not to exceed 42 minutes, unless otherwise mutually agreed.

7. A Pre-observation conference shall be held prior to any formal announced classroom observation.
 - a. After an announced classroom observation is scheduled, a pre-observation form shall be filled out by the teacher and emailed to the evaluator at least two (2) school days prior to the pre-observation conference.
 - b. A pre-observation conference shall be held at a time mutually agreed upon by the teacher and the evaluating administrator.
 - c. Within ten school days after the announced classroom observation, the evaluator shall meet with the teacher and provide the teacher with written documentation of the classroom observation. Constructive written feedback shall be provided to the teacher in any areas of concern.
 - d. The teacher and the evaluator shall sign the written classroom observation report and the teacher shall have a right to attach a written response, which shall be placed alongside the classroom observation report in the teacher's personnel file. The teacher's signature does not necessarily indicate agreement with the contents of the classroom observation report.
8. All teachers shall receive one unannounced classroom observation per year, which shall be at least 15 minutes in duration and shall not exceed one instructional period or 42 minutes (whichever is less), unless otherwise mutually agreed.
9. A Teacher shall be advised by e-mail or other written communication within a period of twenty school days of when an unannounced classroom observation will take place.
10. Within ten school days after an unannounced classroom observation, the evaluator shall provide the teacher with written documentation thereof. Constructive written feedback shall be provided to the teacher in any areas of concern.
11. An unannounced classroom observation shall only culminate in a post-observation conference in the event that the same is requested by either the teacher or the evaluator.
12. For both announced and unannounced observations, the evaluator shall provide the teacher with a rating of H, E, D or I in each observed element, based upon the evidence collected during such observations, with the understanding that the numerical effectiveness ratings shall be provided only within the Local 60 Point Rubric Score.
13. The ratings observed during the course of that school year shall be averaged for each element in the rubric if the ratings received by the Teacher are not adjacent to each other (e.g., two separate ratings of "developing" and highly effective" shall be averaged at a final rating of "effective").
14. If a higher rating is evidenced in an element after the first observation, and the ratings received are adjacent to each other (e.g. a developing rating followed by an effective rating) the higher rating shall be Local 60 Point Rubric Score rating.
15. If the first observation culminates in a highly effective rating, and the second culminates in an effective rating, then it is up to the Lead Evaluator's discretion whether the Teacher shall be rated effective or highly effective.
16. In the event that within Domains 1, 2 and 3, five or more elements drop to developing or ineffective, then there shall be an additional announced observation prior to the assignment of the Local 60 Point Rubric Score.
17. Based upon the multiple observations and the evidence collected throughout the school year, the points received by each teacher within each element of the rubric shall be aggregated to arrive at the Local 60 Point Rubric score.
18. Every effort shall be made to have all classroom observations (announced and unannounced) completed by no later than May 15th of the school year, and no classroom observation that forms the basis of the Local 60 Point Rubric score shall be conducted less than one month prior to the last day of the school year absent extenuating circumstances (e.g. return from an extended leave of absence).

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/12179/1059112-eka9yMJ855/Copy of 62302369-GTA Points Calculation Spreadsheet 4.18.14.xls

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.	Teachers performing at this level are master teachers and contribute to the community of learners both in and outside of the classroom. Their classrooms exhibit highly engaged students who demonstrate responsibility for their own education and contribute to the educational process in a meaningful way. These classrooms are models teachers who have mastered the critical attributes of all four Domains within the 2011 Danielson Framework for Teaching.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective teachers clearly understand the concepts of all four Domains and their elements, and are able to proficiently implement the mandates of each Domain. They demonstrate knowledge of their content, their students, and the curriculum and have a wide range of strategies, including differentiated supports and activities to engage their students. There is evidence that they are continually striving to improve their practice and demonstrate meaningful self reflection upon teaching practices and their effects on students in the classroom.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing teachers demonstrate limited understanding of the concepts contained in the four Domains of the Rubric and implement strategies associated with proficient pedagogy in an inconsistent fashion. Developing teachers fail to hone the critical attributes necessary for effective teaching and do not exhibit a firm grasp of the content, their students, and the curriculum. They also fail to exhibit meaningful self-reflection and have a limited range of strategies and activities to engage their students. These teacher may become effective with additional supports, discussions, classrooms visits and guidance.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective teachers lack an understanding of the concepts of the Domains and Elements of the Rubric and do not implement positive planning techniques, classroom management skills, effective instruction, or satisfactory self reflection. These teachers fail to demonstrate any meaningful knowledge of their content, their students, and the curriculum. Students appear disinterested and not engaged in the learning in the classroom and the teacher fails to employ mechanisms to attempt to engage students in learning. These teachers fail to respond to constructive criticism and do not avail themselves of professional development opportunities offered to them. Significant assistance in fundamental pedagogical practices needs to be provided for these teachers to improve their pedagogy.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

• In Person

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

• In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, April 03, 2014

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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.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

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Updated Friday, May 09, 2014

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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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/5265/236073-Df0w3Xx5v6/TIP FORM GTA.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

1. General Appeals Process:

A. A tenured teacher who receives an ineffective composite APPR rating or developing composite rating, having also received a developing or ineffective on his/her Local 60 points allocation, or a probationary teacher who receives an ineffective rating on his/her composite APPR shall be entitled to appeal the annual APPR rating, based upon a paper submission to the Superintendent of Schools

or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possess an district-wide administrative Certification; provided, however, in the event that the Superintendent or the Superintendent' administrative designee served as an evaluator or lead evaluator he/she shall not hear the appeal. While an appeal may not be commenced until the Teacher's receipt of his/her annual composite APPR rating, nothing herein shall prevent a teacher from informally discussing the Final Summative Evaluation or the Local 20 Points allocation with the Lead Evaluator who completed it prior to the issuance of the composite APPR rating.

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

C. An appeal of an APPR evaluation or a TIP must be commenced within fourteen business days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a TIP appeal, there shall be a second fourteen business day period for a TIP appeal following the end date of the TIP and failure to appeal the TIP within fourteen business days following the end date thereof shall be deemed a waiver of the right to appeal the implementation of the TIP.

D. The Superintendent or the Superintendent's administrative designee shall respond to all appeals with a written answer granting the appeal and directing further administrative action, or denying the appeal with the specific reason for the appeal denial. The decision of the Superintendent or the Superintendent's administrative designee shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding and shall not be subject to review for the purposes of this Appeal. In the event that the decision of the Superintendent or the Superintendent's administrative designee is not made within the timeframe set forth in this paragraph, the Appeal shall be sustained.

E. The provision set forth above shall not be construed to alter or affect the rights of probationary teachers pursuant to §3031 of the New York State Education Law, or pursuant to Article XV, Sections 8 or 9 of the parties' collectively negotiated agreement.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

To be certified as lead evaluators, administrators received a minimum of three full days of training and continue to receive training through full-day workshops offered by the Questar III BOCES, as well as independent contractors certified to conduct training in the Danielson Framework for Teaching (2011 Revised Edition) who conducted a minimum of two days of half-day workshops in the following areas:

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation techniques
3. Student growth models and student learning objectives
4. Rubric use and application to practice (Danielson's Framework for Teaching [2011 Revised Edition] and Kim Marshall's Principal Practice Rubric)
5. Assessment tools for evaluation
6. Application and use of assessment options for local portion
7. Use of State-wide Reporting System
8. Scoring methodology for APPR components
9. Specific consideration in evaluating teachers and principals of English Language Learners and Students with disabilities
10. Training in methodologies to assure inter-rater reliability

During each school year, to ensure that inter-rater reliability continues to exist, a minimum of three periodic local refresher meetings in inter-rater reliability will be held (a minimum of one hour each). Some of these trainings will be conducted in District Level Administrative meetings where administrators will independently evaluate and then compare the effectiveness ratings that they have arrived at and the evidence basis to support the ratings. Administrators will also attend re-certification workshops offered by Questar III BOCES, which shall be a minimum of one full-day of training.

Lead evaluators shall be certified by the Board of Education of the Germantown Central School District upon proof of completion of all of the elements contained within Part 30-2.9 of the Regents Rules and shall be recertified by the Board annually after completion of

requirements necessary for recertification.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
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6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
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6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
--	---------

6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Friday, February 28, 2014

Page 1

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

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

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

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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):

Grades K-6 Principal (Elementary)
Grades 7-12 Principal (Secondary)

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(s) 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	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

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

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, May 09, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	Germantown CSD and Questar III BOCES Developed Grade Specific ELA Assessments
7-12	(d) measures used by district for teacher evaluation	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents 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>For the Grades K-6 Building Principal, the locally selected measure of student achievement shall be based upon the achievement of all of the students within the building on District developed or Questar III BOCES developed ELA assessments (as applicable). The Grades K-6 Building Principal shall be issued a score based upon the percentage of all Grades K-6 students within the building who achieve a score of 65 or greater on the District developed or locally developed ELA assessments, respectively. The number of students within the building who achieve a score of 65 or greater on the Questar III developed (Grade 3) or locally developed assessments (Grades K-2 and 4-6) will be divided by the total number of students within the building to arrive at the building-wide percentage of students achieving a 65 or greater. Points and a corresponding HEDI rating shall be allocated to the principal in accordance with Table 1 (0-15 points) contained in Section 8.1. Until a value-added growth measure is implemented by SED, Table 2 set forth in Section 8.1 (20 Point Measure) shall be used to allocate points and a corresponding HEDI rating to the Grades K-6 Building Principal.</p> <p>For the Grades 7-12 Building Principal, the parties have agreed</p>
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that the locally selected measure shall be based upon the achievement of all of students who take the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English and Living Environment Regents assessments at the end of the school year. For this building-wide point measure, the number of students who obtained a score of 65 or greater on the above-named regents examinations administered will be divided by the total number of students who took Regents Examinations at the end of the school year, to arrive at the percentage of students within the building who met the achievement target of 65 or greater. Points and a corresponding HEDI rating shall be allocated to the principal in accordance with Table 1 (0-15 points) uploaded in Section 8.1. Until a value-added growth measure is implemented by SED, Table 2 uploaded in Section 8.1 (20 Point Measure) shall be used to allocate points and a corresponding HEDI rating to the Grades 7-12 Building Principal.

Note: Both the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the principal's HEDI rating in accordance with SED Guidance, so long as permitted by SED. In addition, commencing with the 2014-15 school year, both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be administered to students enrolled in Common Core courses. The higher of the two scores will be used to determine the principal's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students will achieve a score of 65 or greater.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-80% of students will achieve a score of 65 or greater.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25-50% of students will achieve a score of 65 or greater.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-24% of students will achieve a score of 65 or greater.

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

(No response)

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

assets/survey-uploads/12190/1059118-qBFVOWF7fC/Tables 1 and 2 Section 8.1 2.28.14.docx

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

To arrive at a total score for a principal with multiple locally selected measures, the weighted average of the HEDI scores based upon the number of students tested under each measure will be used to arrive at her final total points. Normal rounding rules will apply.

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, April 30, 2013

Updated Friday, April 18, 2014

Page 1

9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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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 point 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 point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

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 and the Association have agreed to the Points Allocation uploaded on the Table below for the purposes of the Final Summative Evaluation.

In addition, the parties agree that the Local 60 Points will be computed for the purposes of the Final Summative Evaluation based upon the following methodology:

1. A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain
2. An "Effective" rating shall receive 96% of the total point value for the sub-domain.
3. A "Developing" shall receive 88% of the total point value for the sub-domain.
4. An "Ineffective" rating shall receive no points.

An example of a sample computation pursuant to this methodology is uploaded on the Spreadsheet below.

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score. However, in no event will rounding rules cause a principal to move into a different HEDI performance category.

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The relative weights attributed to the sub-domain values for the receipt of the respective ratings as set forth above and the HEDI Bands set forth below were locally negotiated in order to enhance the likelihood that a Principal who receives an "effective" on the Local 20/15, the State 20/25 and the Local 60 would receive a composite effectiveness rating within the regulated "effective" range (of 75-90).

Observation/Evaluation Procedures: The parties have agreed to the following procedures for supervisory visits:

For tenured building principals, there shall be a minimum of one announced supervisory visit and at least one unannounced supervisory visits per year.

For probationary building principals, there shall be a minimum of two announced supervisory visits and at least one unannounced supervisory visit per year.

The Superintendent and the Principal shall discuss expectations for the announced supervisory visits prior to their occurrences.

The supervisory building visits shall be at least 30 minutes in duration, unless for the purpose of securing limited information in an

area covered by the rubric, then, the period may accordingly be shorter in duration.

The first supervisory visit shall take place prior to mid-year. All supervisory visits (announced and unannounced) will be completed no later than May 15th of the school year.

Supervisory visits will be conducted only by the evaluator of record for the principal being observed, unless otherwise required by law.

With the exceptions of the unannounced supervisory visit, all formal supervisory visits must be scheduled at least five (5) school days in advance of such visit. At the time the Evaluator arrives for an unannounced supervisory visit, the Evaluator shall inform the principal that such visit will constitute an unannounced supervisory visit for APPR evaluation purposes. Principals shall be advised by e-mail or other written communication within a period of twenty (20) school days of when an unannounced supervisory visit will take place.

Unless otherwise mutually agreed, a pre-observation meeting shall be held at least three (3) school days prior to an announced supervisory visit to discuss planned activities to be observed and the related performance rubric domains that will be the focus of the supervisory visit.

Post-observation meeting shall be held no later than ten (10) school days after the announced supervisory visit and will include an appraisal of how the principal performed at the supervisory visit, as well as a status update with respect to the entirety of the MRRP rubric, at which time areas in which evidence still needs to be presented and/or observed will be noted. At least two (2) days prior to the post-observation meeting, a draft written summary, including any suggested guidance, shall be delivered to the principal. Within one week of the post-observation meeting, a final written summary, including any suggested guidance, is to be delivered to principal, on a form to be mutually agreed-upon by the parties. Within ten school days after an unannounced supervisory visit, the evaluator shall provide the Principal with written documentation thereof. Constructive written feedback shall be provided to the principal in any areas of concern.

The Principal shall have ten (10) school days to submit a response to the supervisory visit including any supporting documentation.

The Principal may submit, prior to June 15th, evidence of his/her performance in each of the domains. The final evaluation form shall include specific and accurate explanation of evidence and/or facts supporting ratings in each domain. The Evaluator shall compile the end of the year evaluation on a form complying with the foregoing description and deliver it to the building principal by no later than June 30th.

Evidence of a component is collected each time it is observed and based upon the multiple school visits and the evidence collected throughout the school year, the points received by each principal within each domain of the rubric shall be aggregated to arrive at the Local 60 Point Rubric score.

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

[assets/survey-uploads/12205/1059120-pMADJ4gk6R/MPPR Rubric Points Allocation and Calculation Spreadsheet-GAA 4.18.14 revised.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.

A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain. A Highly Effective Principal engages stakeholders in school development and effectively implements building wide goals and a culture of learning, promoting sustainable student improvement with a shared vision that teachers, students and parents adopt and promote. These Principals have a high standard of ethics and integrity, shared by all stakeholders have mastered the implementation of a collaborative culture for learning and results in student achievement of a higher level of learning.

Effective: Overall performance and results meet standards.	An “Effective” rating shall receive 96% of the total point value for the sub-domain. An effective building principal articulates a shared vision for sustaining a culture of learning and gathers input from staff to help promote the vision, while evaluating and monitoring the impact and effect of the instructional program to identify goals for strategic planning. These principals engage staff, students and the community in a culture of learning and collaboration, and provides opportunities for leadership roles with interested individuals.
Developing: Overall performance and results need improvement in order to meet standards.	A “Developing” rating shall receive 88% of the total point value for that sub-domain. A developing principals promotes a vision for collaboration and a culture of learning, but does not engage students, parents and teachers in a manner that promotes a buy-in of more than a handful of stakeholders. The vision articulated is not effectively implemented and means to improve students performance are not effectively implented. Developing principals have the potential to become effective, but are not able to effectively implements in practice the ideas, cultures and visions that are articulated. Such principals may need supports and professional development to learn how to foster an enhanced culture for learning.
Ineffective: Overall performance and results do not meet standards.	A “Ineffective” rating shall receive no points. An ineffective principals does not engage stakeholders in a shared vision, and fails to articulate or to attempt to implement methods to engaged parents, students and teachers in a culture of learning. The stakeholders are disengaged and are not offered opportunity for meaningful input that would ordinarily come from a shared vision for improvement. Attempts to improve the methods and means of delivering instruction are not implemented and ineffective principals do not provide the support to staff, students and parents to foster improvement at an individual or building wide level. These principals need to make significant improvement and require a lot of support and professional development to attempt to motivate them to engage stakeholders in a meaningful way.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	48-56
Ineffective	0-47

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, April 03, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

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 9.7), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	48-56
Ineffective	0-47

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, April 18, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/5276/238063-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN FORM -GAA.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

WHEREAS, the parties have mutually agreed to the following timely and expeditious appeals process, to be incorporated into the District's APPR Plan Document for principals covered by Education Law §3012-c and Part 30-2 Regents Rules:

1. Appeals Process:

A. Any principal who receives an "ineffective" rating on his/her annual composite APPR or a tenured principal who receives a

“developing” composite APPR rating, having also received a rating at or below “developing” on the Local 60 Points, shall be entitled to appeal his/her annual APPR rating. The appeal shall be based upon a paper submission to the Superintendent of Schools or the Superintendent’s administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possess an district-wide administrative Certification. While an appeal may not be commenced until the principal’s receipt of his/her annual composite APPR rating, nothing herein shall prevent a principal from informally discussing the Final Summative Evaluation or the Local 20 Points allocation with the Superintendent of Schools prior to the issuance of the composite APPR rating.

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

C. An appeal of an APPR evaluation or a PIP must be commenced within fourteen business days of the presentation of the final document to the principal or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fourteen business day period for a PIP appeal following the end date of the PIP and failure to appeal the PIP within fourteen business days following the end date thereof shall be deemed a waiver of the right to appeal the implementation of the PIP.

D. The Superintendent or the Superintendent’s administrative designee shall respond to all appeals with a written answer granting the appeal and directing further administrative action, or denying the appeal with the specific reason for the appeal denial. The decision of the Superintendent or the Superintendent’s administrative designee shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent’s designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. In the event that the decision of the Superintendent or the Superintendent’s administrative designee is not made within the timeframe set forth in this paragraph, the Appeal shall be sustained.

E. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.

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

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

To assure that the Germantown Central School District's lead evaluators are fully trained and highly qualified to evaluate principals, the administrative team attended the received training specific below which was delivered through three (3) full-day sessions: "Training for Lead Evaluators of Principals", "Evidence-based Observation Parts I and II", "Framework for Teaching", and "Driven by Data-book study" and "Summer Institute-Questar". During future school years a minimum of two hours per year will be dedicated to refresher training on the MPPR rubric by the Superintendent, along with the principals, to ensure an understanding of the components and effective implementation of the MPPR rubric.

These sessions covered all of the elements required by part 30-2.9(b) of the Regents Rules.

The process to certify and re-certify lead evaluators will include continued training, annually, through Questar III BOCES, which shall be a minimum of one full day of training. In addition, administrative team meetings will be conducted periodically throughout the school year to ensure that a shared understanding of expectations are articulated and implements as concerns the evaluation process. To ensure inter-rater reliability continues to exist, the administrators shall attend re-certification workshops offered by the Questar III BOCES and shall attend internal District administrative team meetings.

Lead evaluators shall be certified by the Board of Education of the Germantown Central School District and shall be re-certified on a periodic basis after completing the requirements necessary for recertification.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, May 22, 2014

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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<assets/survey-uploads/12158/1059123-3Uqgn5g9Iu/Dist Cert Form 5-22-14.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.

Table 1 – Section 2.11
STUDENT LEARNING OBJECTIVES – LOCAL 20 POINTS ALLOCATION

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	90-100%		51-89%		28-50%		0-27%	
% of Students Meeting Target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	98-100%	17	86-89%	8	45-50%	2	24-27%
	19	94-97	16	82-85	7	41-44	1	21-23
	18	90-93	15	78-81	6	38-40	0	0-20
			14	73-77	5	34-37		
			13	69-72	4	31-33		
			12	64-68	3	28-30		
			11	60-63				
			10	55-59				
		9	51-54					

Table 2 – Section 2.11
 STUDENT LEARNING OBJECTIVES – LOCAL 20 POINTS ALLOCATION
 Section 2.11 – Table 2

Student Learning Objectives

Average Points based upon growth of Students – for Special Education Teachers with individual Growth Targets	Highly Effective	Effective	Developing	Ineffective
0-.19				0
.20-.39				1
.40-.59				2
.60-.69			3	
.70-.79			4	
.80-.89			5	
.90-.99			6	
1.0-1.1			7	
1.2-1.4			8	
1.5-1.6		9		
1.7		10		
1.8		11		
1.9		12		
2.0		13		
2.1		14		
2.2		15		
2.3		16		
2.4		17		
2.5-2.6	18			
2.7-2.8	19			
2.9-3.0	20			

Note: The points based upon growth are the minimum values necessary to receive the corresponding HEDI point value.

Table 1 – Section 3.3

Local 15 Points Achievement Measure for Grades 4-8 ELA and Math teachers of Record

[This applies where the State has implemented a value-added growth measure]

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	14-15		8-13		3-7		0-2	
Target range	81-100%		51-80%		25-50%		0-24%	
% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater
	15	91-100%	13	75-80%	7	45-50%	2	21-24%
	14	81-90	12	70-74	6	40-44	1	19-20
			11	65-69	5	35-39	0	0-18
			10	60-64	4	30-34		
			9	55-59	3	25-29		
			8	51-54				

Table 2 – Section 3.3

Local 20 Points Achievement Measure for Grades 4-8 ELA and Math teachers of Record

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	81-100%		51-80%		25-50%		0-24%	
% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater
	20	93-100	17	78-80	8	48-50	2	21-24
	19	87-92	16	76-77	7	44-47	1	19-20
	18	81-86	15	74-75	6	40-43	0	0-18
			14	72-73	5	35-39		
			13	68-71	4	31-34		
			12	64-67	3	25-30		
			11	60-63				
			10	55-59				
		9	51-54					

**Table for Section 3.13
GERMANTOWN CENTRAL SCHOOL DISTRICT**

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	81-100%		51-80%		25-50%		0-24%	
% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater
	20	93-100	17	78-80	8	48-50	2	21-24
	19	87-92	16	76-77	7	44-47	1	19-20
	18	81-86	15	74-75	6	40-43	0	0-18
			14	72-73	5	35-39		
			13	68-71	4	31-34		
			12	64-67	3	25-30		
			11	60-63				
			10	55-59				
			9	51-54				

APPR - Teacher Evaluation
Local 60 Points Calculation Spreadsheet - Germantown Central School District

	Administrator Entry = H,E,D or I	=Points assigned	Total Possible Points = 100%	Sub-totals	Highly Effective = 100%	Effective = 96.0%	Developing= 88%	Ineffective = 0%		
1a	E	1.92	2.00	15%	2.00	1.92	1.76	0.00		
1b	E	1.92	2.00	15%	2.00	1.92	1.76	0.00		
1c	E	1.92	2.00	15%	2.00	1.92	1.76	0.00		
1d	E	1.92	2.00	15%	2.00	1.92	1.76	0.00		
1e	D	1.76	2.00	15%	2.00	1.92	1.76	0.00		
1f	E	2.88	3.00	23%	3.00	2.88	2.64	0.00		
				13	22%					
2a	E	2.88	3.00	21%	3.00	2.88	2.64	0.00		
2b	E	3.84	4.00	29%	4.00	3.84	3.52	0.00		
2c	D	1.76	2.00	14%	2.00	1.92	1.76	0.00		
2d	E	1.92	2.00	14%	2.00	1.92	1.76	0.00		
2e	E	2.88	3.00	21%	3.00	2.88	2.64	0.00		
				14	23%					
3a	E	2.88	3.00	17%	3.00	2.88	2.64	0.00		
3b	H	4.00	4.00	22%	4.00	3.84	3.52	0.00		
3c	E	3.84	4.00	22%	4.00	3.84	3.52	0.00		
3d	E	2.88	3.00	17%	3.00	2.88	2.64	0.00		
3e	E	3.84	4.00	22%	4.00	3.84	3.52	0.00		
				18	30%					
4a	E	1.92	2.00	13%	2.00	1.92	1.76	0.00		
4b	E	3.84	4.00	27%	4.00	3.84	3.52	0.00		
4c	E	2.88	3.00	20%	3.00	2.88	2.64	0.00		
4d	D	2.64	3.00	20%	3.00	2.88	2.64	0.00		
4e	E	1.92	2.00	13%	2.00	1.92	1.76	0.00		
4f	H	1.00	1.00	7%	1.00	0.96	0.88	0.00		
				15.00	25%					
Raw Score		57.24								
Final Total		E	57.00	60.00	60	100%	60.00	57.60	52.80	0.00

HEDI BANDS		
0-49	0.00	I
	49.00	I
50-56	50.00	D
	56.00	D
57-58	57.00	E
	58.00	E
59-60	59.00	H
	60.00	H

Note: If a number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

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**TEACHER IMPROVEMENT PLAN FOR TEACHERS SUBJECT TO SECTION 3012-c OF THE EDUCATION LAW AND
PART 30-2 OF THE REGENTS RULES**

(For a teacher who is rated ineffective or developing on his/her composite APPR Evaluation)

(1) AREA(S) IN NEED OF IMPROVEMENT	(2) PERFORMANCE GOALS, EXPECTATIONS, BENCHMARKS & STANDARDS THE TEACHER MUST MEET TO ACHIEVE AN EFFECTIVE RATING	(3) HOW IMPROVEMENT WILL BE MEASURED AND MONITORED (INCLUDING PERIODIC REVIEW OF PROGRESS & GOAL ACHIEVEMENT)	(4) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT	(5) TIMELINE FOR ACHIEVEMENT IMPROVEMENT

Educator's Signature

Date

Administrator's Signature

Date

Date of Completion (if applicable) **Completed**
 Not Completed

Date

Teacher initials below:

___ **Yes: Please send a copy of this TIP to the GTA President; or**

___ **No: I do not want a copy of this TIP sent to the GTA President**

Table 1 – Section 8.1

Local 15 Points Achievement Measure for Building Principals

[This applies where the State has implemented a value-added growth measure]

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	14-15		8-13		3-7		0-2	
Target range	81-100%		51-80%		25-50%		0-24%	
% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater
	15	91-100%	13	75-80%	7	45-50%	2	21-24%
	14	81-90	12	70-74	6	40-44	1	19-20
			11	65-69	5	35-39	0	0-18
			10	60-64	4	30-34		
			9	55-59	3	25-29		
			8	51-54				

Table 2 – Section 8.1

Local 20 Points Achievement Measure for Building Principals

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	81-100%		51-80%		25-50%		0-24%	
% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater	Points	% of Students Achieving a Score of 65 or Greater
	20	93-100	17	78-80	8	48-50	2	21-24
	19	87-92	16	76-77	7	44-47	1	19-20
	18	81-86	15	74-75	6	40-43	0	0-18
			14	72-73	5	35-39		
			13	68-71	4	31-34		
			12	64-67	3	25-30		
			11	60-63				
			10	55-59				
		9	51-54					

LOCAL 60 POINTS ALLOCATION

Multidimensional Principal Performance Rubric	Points
Domain 1: Shared Vision of Learning	5
a. Culture	2.5
b. Sustainability	2.5
Domain 2: School Culture & Instructional Program	25
a. Culture	5
b. Instructional Program	5
c. Capacity Building	5
d. Sustainability	5
e. Strategic Planning Process	5
Domain 3: Safe, Efficient, Effective Learning Environment	15
a. Capacity Building	4
b. Culture	3
c. Sustainability	4
d. Instructional Program	4
Domain 4: Community	5
a. Strategic Planning Process: Inquiry	2
b. Culture	1.5
c. Sustainability	1.5
Domain 5: Integrity, Fairness, Ethics	5
a. Sustainability	2.5
b. Culture	2.5
Domain 6: Political, Social, Economic, Legal & Cultural Context	5
a. Sustainability	2.5
b. Culture	2.5
TOTAL POINTS	60

APPR Principal Evaluation

Local 60 Points Calculation Spreadsheet - Germantown Central School District

	Entry by Administrator = H,E,D,I	=Points assigned	Total Possible Points = 100%	<i>Sub-totals</i>	Highly Effective = 100%	Effective = 96.0%	Developing = 88%	Ineffective = 0%	
1a	E	2.40	2.50	50%	2.50	2.40	2.20	0.00	
1b	E	2.40	2.50	50%	2.50	2.40	2.20	0.00	
				5	8%				
2a	E	4.80	5.00	20%	5.00	4.80	4.40	0.00	
2b	E	4.80	5.00	20%	5.00	4.80	4.40	0.00	
2c	D	4.40	5.00	20%	5.00	4.80	4.40	0.00	
2d	H	5.00	5.00	20%	5.00	4.80	4.40	0.00	
2e	E	4.80	5.00	20%	5.00	4.80	4.40	0.00	
				25	42%				
3a	E	3.84	4.00	27%	4.00	3.84	3.52	0.00	
3b	E	2.88	3.00	20%	3.00	2.88	2.64	0.00	
3c	E	3.84	4.00	27%	4.00	3.84	3.52	0.00	
3d	H	4.00	4.00	27%	4.00	3.84	3.52	0.00	
				15	25%				
4a	E	1.92	2.00	40%	2.00	1.92	1.76	0.00	
4b	E	1.44	1.50	30%	1.50	1.44	1.32	0.00	
4c	D	1.32	1.50	30%	1.50	1.44	1.32	0.00	
				5.00	8%				
5a	E	2.40	2.50	50%	2.50	2.40	2.20	0.00	
5b	D	2.20	2.50	50%	2.50	2.40	2.20	0.00	
				5.00	8%				
6a	E	2.40	2.50	50%	2.50	2.40	2.20	0.00	
6b	E	2.40	2.50	50%	2.50	2.40	2.20	0.00	
				5.00	8%				
Raw Score		57.24							
Final Total	E	57.00	60.00	60	100%	60.00	57.60	52.80	0.00

*Note: If a raw score number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

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PRINCIPAL IMPROVEMENT PLAN

(1) AREA(S) IN NEED OF IMPROVEMENT	(2) TIME LIMIT FOR ACHIEVING IMPROVEMENT	(3) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT	(4) MANNER OF ASSESSMENT OF IMPROVEMENT

Upon final evaluation at the terminal date of the PIP, the following has been determined:

- PIP Completed Date of PIP Completion (if applicable) _____
- PIP Not Completed

Principal's Signature

Date

Evaluator's Signature

Date

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

