



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

Commissioner of Education
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December 21, 2012

Dr. Richard J. Brockell, Superintendent
Greenwood Lake Union Free School District
PO Box 8
Greenwood Lake, NY 10925

Dear Superintendent Brockell:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: John C. Pennoyer

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 24, 2012

Updated Tuesday, November 06, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

442111020000

1.2) School District Name:

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

Greenwood Lake Union Free School District

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, May 11, 2012

Updated Wednesday, December 19, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (primary Grades)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	For ELA teachers of record in grades k-2, the local 20 points will be a measure of student growth based upon the
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Measures of Academic Progress ELA Assessment. Every student takes the Measure of Academic Progress (ELA) three times per school year. The Fall and Spring administration will be compared to measure student growth. The total number of student in each class that reach the growth target set by the teacher using baseline data is converted into a class percentage. Teachers of record are assigned a HEDI score (0-20 pts) based upon the percentatge of students in the class that show growth (see table 2.11). For grade 3 each teacher of record will develop SLOs with a BOCES developed pre assessment, with the grade 3 NYS ELA Assessment as the post assessment. Growth targets will be set by the teacher using baseline data. For teachers of record in grade 3, growth will be measured based upon the grade 3 NYS Assessment, compared to student performance on the BOCES developed baseline assessment designed to measure growth. The number of students that reach the growth target belonging to each teacher of record in grades k-3 will be converted into a percent. The percent will be converted into HEDI score (0-20 pts). (see Chart in 2.11)

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

84-100% of students in a teacher of record's class will meet the growth target.

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

56-83% of students in a teacher of record's class will meet the growth target.

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

29-55% of students in a teacher of record's class will meet the growth target.

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

0-28% of students in a teacher of record's class will meet the growth target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measure of Academic Progress Kindergarten (primary Grades)
1	State-approved 3rd party assessment	Measure of Academic Progress (primary Grades)
2	State-approved 3rd party assessment	Measure of Academic Progress (primary Grades)
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For Math teachers of record in grades k-2, the local 20 points will be a measure of student growth based upon the Measures of Academic Progress Math Assessment. Every student takes the Measure of Academic Progress (Math) three times per school year. The Fall and Spring administration will be compared to measure student growth. The total number of student in each class that reach the growth target set by the teacher using baseline data is converted into a class percentage. Teachers of record are assigned a HEDI score (0-20 pts) based upon the percentatge of students in the class that show growth (see table 2.11). For grade 3 each teacher of record will develop SLOs with a BOCES developed pre assessment, with the grade 3 NYS Math Assessment as the post assessment. Teachers will set growth targets using bseline data. For teachers of record in grade 3, growth will be measured based upon the grade 3 NYS Assessment, compared to student performance on the BOCES developed baseline assessment designed to measure growth. The number of students that reach the growth target belonging to each teacher of record in grades k-3 will be converted into a percent. The percent will be converted into HEDI score (0-20 pts). (see Chart in 2.11)

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

84-100% of students in a teacher of record's class will meet the growth target.

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

56-83% of students in a teacher of record's class will meet the growth target.

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

29-55% of students in a teacher of record's class will meet the growth target.

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

0-28% of students in a teacher of record's class will meet the growth target.

2.4) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher of record in grades 6-7 will develop SLOs with BOCES developed pre and post assessments. Teachers will set growth targets based on baseline data, and students are expected to demonstrate growth between the pre and post assessment. Each teacher of record in grade 8 will develop SLOs with a BOCES developed pre assessment, with the grade 8 NYS Science Assessment as the post assessment. Teachers will set growth targets using baseline data. For teachers of record in grade 8, growth will be measured based upon the grade 8 NYS Assessment, compared to student performance on the BOCES developed baseline assessment designed to measure growth. The number of students that reach the growth target belonging to each teacher of record in grades 6-8 will be converted into a percent. The percent will be converted into HEDI score (0-20 pts). (see Chart in 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	84-100% of students in a teacher of record's class will meet the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	56-83% of students in a teacher of record's class will meet the growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	29-55% of students in a teacher of record's class will meet the growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-28% of students in a teacher of record's class will meet the growth target.

2.5) Grades 6-8 Social Studies

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher of record in grades 6-8 will develop SLOs with BOCES developed pre and post assessments. Teachers will set growth targets based on baseline data, and students are expected to demonstrate growth between the pre and post assessment. The number of students that reach the growth target belonging to each teacher of record in grades 6-8 will be converted into a percent. The percent will be converted into HEDI score
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	(0-20 pts). (see Chart in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	84-100% of students in a teacher of record's class will meet the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	56-83% of students in a teacher of record's class will meet the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	29-55% of students in a teacher of record's class will meet the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-28% of students in a teacher of record's class will meet the growth target.

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	Not applicable	not applicable

	Social Studies Regents Courses	Assessment
Global 2	Not applicable	Not applicable
American History	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

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
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Living Environment	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

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	Not applicable	Not applicable
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

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	Not applicable	N/A
Grade 10 ELA	Not applicable	N/A
Grade 11 ELA	Not applicable	N/A

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

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
Art Education	District, Regional or BOCES-developed	BOCES Developed Grade Level Specific Art Assessments
Physical Education	District, Regional or BOCES-developed	BOCES Developed Grade Level Specific Physical Education Assessments
Library	District, Regional or BOCES-developed	BOCES Developed Grade Level Specific Library Assessments
Instrumental Music	District, Regional or BOCES-developed	BOCES Developed Grade Level Specific Instrumental Music Assessments
Technology	District, Regional or BOCES-developed	Regionally Developed Grade Specific Teachnology Assessments
Family Consumer Science	District, Regional or BOCES-developed	BOCES Developed Grade Level Specific Family and Consumer Science Assessments
Foreign Language	District, Regional or BOCES-developed	BOCES Developed Grade Level Specific Foreign Language Assessments
Health	District, Regional or BOCES-developed	BOCES Developed Grade Level Specific Health Assessments
Chorus	District, Regional or BOCES-developed	BOCES Developed Grade Level Specific Chorus Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each special subject area teacher of record in grades k-8 will develop SLOs with BOCES developed pre and post assessments. Teachers will set growth target based on baseline data and students are expected to demonstrate growth between the pre and post assessment. The number of students that reach the growth target belonging to each teacher of record for all courses listed in section 2.10 will be converted into a percent. The percent will be converted into HEDI score (0-20 pts). (see Chart in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	84-100% of students in a teacher of record's class will meet the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	56-83% of students in a teacher of record's class will meet the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	29-55% of students in a teacher of record's class will meet the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-28% of students in a teacher of record's class will meet the growth target.

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

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

<assets/survey-uploads/5364/128429-TXEttx9bQW/state20chart.docx>

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Friday, May 11, 2012

Updated Wednesday, December 19, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA
5	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA
6	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA
7	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA

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.	Every student takes the Measure of Academic Progress (ELA) three times per school year. The Fall and Spring administration are compared to determine individual student attainment of growth target set by the teacher. Total number of students, within each class, that reach the target is converted to a class percentage. Teachers are assigned a HEDI according to the percentage of students within their class that attain the growth target. (see chart).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of students in the teacher of record's class will show growth on the Measures of Academic Progress ELA Assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56%-84% of students in the teacher of record's class will show growth on the Measures of Academic Progress ELA Assessment..
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29%-55% of students in the teacher of record's class will show growth on the Measures of Academic Progress ELA Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students in the teacher of record's class will show growth on the Measures of Academic Progress ELA Assessment.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measure of Academic Progress - Math
5	4) State-approved 3rd party assessments	Measure of Academic Progress - Math
6	4) State-approved 3rd party assessments	Measure of Academic Progress - Math
7	4) State-approved 3rd party assessments	Measure of Academic Progress - Math
8	4) State-approved 3rd party assessments	Measure of Academic Progress - Math

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.	Every student takes the Measure of Academic Progress (ELA) three times per school year. The Fall and Spring administration are compared to determine individual student attainment of growth target set by the teacher. Total number of students, within each class, that reach the target is converted to a class percentage. Teachers are assigned a HEDI according to the percentage of students within their class that attain the growth target. (see chart).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of students in the teacher of record's class will show growth on the Measures of Academic Progress Assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56%-84% of students in the teacher of record's class will show growth on the Measures of Academic Progress Assessment..
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29%-55% of students in the teacher of record's class will show growth on the Measures of Academic Progress Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students in the teacher of record's class will show growth on the Measures of Academic Progress Assessment.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/128421-rhJdBgDruP/15pt.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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	BOCES developed ELA Assessment-Kindergarten
1	5) District, regional, or BOCES–developed assessments	BOCES developed ELA Assessment-Grade 1
2	5) District, regional, or BOCES–developed assessments	BOCES developed ELA Assessment-Grade 2
3	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA

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.

<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>Each ELA teacher of record in grades k-2 will develop SLOs with BOCES developed pre and post assessments to measure individual student achievement. If 75% of students belonging to a teacher of record meet the individual achievement target set by the teacher then 14 points shall be awarded to the teacher, and a scale that articulates all points that may be earned (0-20) is contained as Table 1 in section 3.13. For Grade 3 ELA teachers of record, growth will be measured based upon the administration of the Measure of Academic Progress (ELA) to all students in his/her classroom. The Fall and Spring administrations are compared to determine individual student attainment of the growth. Total number of students, within each class, that show growth between the Fall and Spring administration is converted to a class percentage. Teachers are assigned a HEDI score according to the percentage of students within their class that attain the growth target. If 75% of students belonging to a teacher of record meet the individual growth target set by the teacher then 14 points shall be awarded to the teacher, and a scale that articulates all points that may be earned (0-20) is contained as Table 2 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>84%-100% of students belonging to a teacher of record will show growth (Grade 3) or meet the individual achievement target (Grade k-2)</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>56-83% of students belonging to a teacher of record will show growth (Grade 3) or meet the individual achievement target (Grade k-2)</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>29-55% of students belonging to a teacher of record will show growth (Grade 3) or meet the individual achievement target (Grade k-2)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-28% of students belonging to a teacher of record will show growth (Grade 3) or meet the individual achievement target (Grade k-2)</p>

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	BOCES developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	BOCES developed Grade 1 Math Assessment

2	5) District, regional, or BOCES–developed assessments	BOCES developed Grade 2 Math Assessment
3	4) State-approved 3rd party assessments	Measure of Academic Progress - Math

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.	Each Math teacher of record in grades k-2 will develop SLOs with BOCES developed pre and post assessments to measure individual student achievement. If 75% of students belonging to a teacher of record meet the individual achievement target set by the teacher then 14 points shall be awarded to the teacher, and a scale that articulates all points that may be earned (0-20) is contained as Table 1 in section 3.13. For Grade 3 Math teachers of record, growth will be measured based upon the administration of the Measure of Academic Progress (Math) to all students in his/her classroom. The Fall and Spring administrations are compared to determine individual student attainment of the growth. Total number of students, within each class, that show growth between the Fall and Spring administration is converted to a class percentage. Teachers are assigned a HEDI score according to the percentage of students within their class that attain the growth target. If 75% of students belonging to a teacher of record meet the individual growth target set by the teacher then 14 points shall be awarded to the teacher, and a scale that articulates all points that may be earned (0-20) is contained as Table 2 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.	84%-100% of students belonging to a teacher of record will show growth (Grade 3) or meet the individual achievement target (Grade k-2)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-83% of students belonging to a teacher of record will show growth (Grade 3) or meet the individual achievement target (Grade k-2)
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students belonging to a teacher of record will show growth (Grade 3) or meet the individual achievement target (Grade k-2)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students belonging to a teacher of record will show growth (Grade 3) or meet the individual achievement target (Grade k-2)

3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each Science teacher of record in grades 6-8 will develop SLOs with BOCES developed pre and post assessments to measure individual student achievement. If 75% of students belonging to a teacher of record meet the individual achievement target set by the teacher then 14 points shall be awarded to the teacher, and a scale that articulates all points that may be earned (0-20) is contained as Table 1 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.	84%-100% of students belonging to a teacher of record will meet the individual achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-83% of students belonging to a teacher of record will meet the individual achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students belonging to a teacher of record will meet the individual achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students belonging to a teacher of record will meet the individual achievement target.

3.7) Grades 6-8 Social Studies

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

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

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for

a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each Social Studies teacher of record in grades 6-8 will develop SLOs with BOCES developed pre and post assessments to measure individual student achievement. If 75% of students belonging to a teacher of record meet the individual achievement target set by the teacher then 14 points shall be awarded to the teacher, and a scale that articulates all points that may be earned (0-20) is contained as Table 1 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.	84%-100% of students belonging to a teacher of record will meet the individual achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-83% of students belonging to a teacher of record will meet the individual achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students belonging to a teacher of record will meet the individual achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students belonging to a teacher of record will meet the individual achievement target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	Not applicable	NA
Global 2	Not applicable	NA
American History	Not applicable	NA

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.	(No response)
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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.	NA
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	Not applicable	NA
Earth Science	Not applicable	NA
Chemistry	Not applicable	NA
Physics	Not applicable	NA

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.	(No response)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	Not applicable	NA
Geometry	Not applicable	NA
Algebra 2	Not applicable	NA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	Not applicable	NA
Grade 10 ELA	Not applicable	NA
Grade 11 ELA	Not applicable	NA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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
Art Education	5) District/regional/BOCES–developed	BOCES Developed Grade Specific Art Assessment
Physical Education	5) District/regional/BOCES–developed	BOCES Developed Grade Specific Physical Education Assessment
Library	5) District/regional/BOCES–developed	BOCES Developed Grade Specific Library Assessment
Music	5) District/regional/BOCES–developed	BOCES Developed Grade Specific Music Assessment
Technology	5) District/regional/BOCES–developed	BOCES Developed Grade Specific Technology Assessment
Family Consumer Science	5) District/regional/BOCES–developed	BOCES Developed Grade Specific Family and Consumer Science Assessment
Forgein Language	5) District/regional/BOCES–developed	BOCES Developed Grade Specific Forgein Language Assessment
Health	5) District/regional/BOCES–developed	BOCES Developed Grade Specific Health Assessment
Chorus	5) District/regional/BOCES–developed	BOCES Developed Grade Specific Chorus Assessment
Band	5) District/regional/BOCES–developed	BOCES Developed Grade Specific Band Assessment

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each special subject teacher of record in grades k-8 will develop SLOs with BOCES developed pre and post assessments to measure individual student achievement. If 75% of students belonging to a teacher of record meet the individual achievement target set by the teacher then 14 points shall be awarded to the teacher, and a scale that articulates all points that may be earned (0-20) is contained as Table 1 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.	84%-100% of students belonging to a teacher of record will meet the individual achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-83% of students belonging to a teacher of record will meet the individual achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students belonging to a teacher of record will meet the individual achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students belonging to a teacher of record will meet the individual achievement target.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/128421-y92vNseFa4/local20tables.docx

3.14) Locally Developed Controls

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

none

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 multiple locally selected measures, the HEDI score on the locally selected measure will be computed for each course based upon the performance of students assigned to the teacher of record in each such course, and the final HEDI score for this subcomponent will be obtained by taking the weighted average of the locally selected measures based upon the percentage of students who met the achievement target or showed growth (depending upon the applicable locally selected measure as enumerated above).

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 24, 2012

Updated Tuesday, November 13, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Greenwood Lake Union Free School District

Danielson Criteria

The 60-percent component of APPR evaluation plan, per New York State's legislative implementation, for the Greenwood Lake Union Free School District, is directly based on the Danielson Framework for Teaching (2011 Revised Edition). The guiding principles of this model identify various aspects of effective teaching and appropriate and worthwhile contributions to an academic community. The Danielson Model, which directly aligns to the New York State Teaching Standards, identifies and categorizes these aspects into four domains. Each domain is broken down into elements.

The parties have agreed to assign the local 60 points within the domains and elements of the Danielson Rubric as follows:

Domain 1. PLANNING PREPARATION: 14 Points

Element 1a: Demonstrating Knowledge of Content and Pedagogy - 3 Points

Element 1b: Demonstrating Knowledge of Students - 3 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 - 2 Points

Domain 2. THE CLASSROOM ENVIRONMENT: 15 Points

Element 2a: Creating an Environment of Respect and Rapport - 3 Points

Element 2b: Establishing A Culture for Learning - 3 Points

Element 2c: Managing Classroom Procedures - 3 Points

Element 2d: Managing Student Behavior - 3 Points

Element 2e: Organizing Physical Space - 3 Points

Domain 3. INSTRUCTION: 16 Points

Element 3a: Communicating with Students - 4 Points

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

Element 3c: Engaging Students in Learning - 3 Points

Element 3d: Using Assessment in Instruction - 3 Points

Element 3e: Demonstrating Flexibility Responsiveness - 3 Points

Domain 4. PROFESSIONAL RESPONSIBILITIES: 15 Points

Element 4a: Reflecting on Teaching - 6 Points

Element 4b: Maintaining Accurate Records - 3 Points

Element 4c: Communicating with Families - 3 Points

Element 4d: Participating in a Professional Community - 1 Point

Element 4e: Growing and Developing Professionally - 1 Point

Element 4f: Showing Professionalism - 1 Point

The points set forth above show the maximum points that may be earned per each domain and within each element of the Danielson Rubric.

For the purpose of the Final Summative Evaluation, the following methodology determines how points (0-60) are to be earned by teachers:

- 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.

The document attached hereto sets forth a sample point allocation in accordance with the above-stated methodology.

The District and the Association have agreed that the following observation and evaluation procedures shall for 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 teachers shall have a formal announced classroom observation prior to any unannounced visit, unless otherwise mutually agreed.*
- 2. Probationary teachers shall have two formal announced classroom observations and tenured teachers shall have one formal announced classroom observation annually.*
- 3. For formal announced classroom observations, there shall be a pre and a post-observation conference within a timeframe mutually agreed upon by the teacher and the administrator. On or before the day of the formal classroom observation, the teacher and the*

evaluator shall mutually agree upon a time to meet for the post-observation conference. The pre and post-observation forms for formal classroom observations are annexed hereto.

4. Administrators shall also perform one or more unannounced visits during the school year. For unannounced visits, informal feedback shall be provided within ten school days following the visit, absent exigent circumstances or unless otherwise mutually agreed.

5. In the event that the administrator identifies areas in need of improvement during an unannounced visit, recommendations for improvement shall be conveyed to the teacher.

6. For the purposes of collecting evidence for Domain 4 of the Danielson 2011 Framework for Teaching, a portfolio binder shall inform the point allocations within Domain 4. The parties further agree that Element 4(a) – Reflecting on Teaching – shall be comprised of three self-reflections to be completed throughout the school year by each teacher covered hereunder.

7. Teachers shall submit the portfolio binders to their building principals by no later than June 1st of the school year or by the Monday following June 1st if June 1st falls on the weekend.

8. By June 15th of the school year, each teacher shall receive his/her Local 60 Point Rubric score and final evaluation.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The performance of teachers in the highly effective range is extremely accomplished in all domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Performance is evidenced in a community of learners in the classroom where students are highly motivated, engaged and assume responsibility for their learning. The performance of teachers in the highly effective range is exemplary and contributes to the success of the whole school.
Effective: Overall performance and results meet NYS Teaching Standards.	The performance of teachers in the effective range is proficient in all domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The performance is evidenced in thorough content knowledge, solid understanding of student development, classroom environment that functions smoothly, and fosters a culture for learning.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The performance of teachers in the developing stage is at a basic level in the areas of planning and preparation, classroom environment, instruction and professional responsibilities. The performance may be characterized as being minimally competent and having an understanding of the teaching standards and attempts to implement strategies that may not always be successful. Performance at this level may require additional support in order to

fully meet the teaching standards.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

The performance of teachers in the ineffective range is at an unsatisfactory level in the areas of planning and preparation, classroom environment, instruction and professional responsibilities. The performance may be characterized as not having an understanding of the teaching standards, including student development, classroom management, assessment strategies and does not fulfill professional responsibilities. Performance at this level requires intervention strategies.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, June 25, 2012

Updated Tuesday, November 13, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59 - 60
Effective	57 – 58
Developing	47-56
Ineffective	0-46

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, June 25, 2012

Updated Thursday, December 20, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/145441-Df0w3Xx5v6/TEACHER IMPROVEMENTdoc .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:

I. Appeals Process:

A. Any teacher who receives an ineffective composite APPR rating shall be entitled to appeal his/her annual APPR rating, based upon a paper submission (including email) to the Superintendent of Schools or the Superintendent's designated Administrator, who shall be adequately trained and certified, in the evaluation rubric, trained in accordance with the requirements of statute and regulations and

who possesses an appropriate administrative Certification. In the event that the Superintendent or the Superintendent's designated Administrator served as an evaluator or lead evaluator he/she shall not hear the appeal.

B. The appeal must be brought in writing (including email), 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. A copy of the appeal shall be sent to the GLTA President(s), unless the unit member objects to the same.

The areas of concern as referenced above for which a teacher who is rated ineffective on his/her APPR may bring an appeal are:

1. The substance of the annual professional performance review;
2. The District's adherence to the standards and methodologies required for the APPR;
3. The adherence to the Part 30 Regents Rules; and/or
4. Compliance with the locally negotiated procedures that govern the APPR.

Further, a teacher who is placed on a Teacher Improvement Plan (TIP) shall have a corresponding right to appeal concerns regarding the TIP upon the District's issuance and/or implementation of a TIP (where applicable), in accordance with the requirements of Section 3012-c of the Education Law.

C. An appeal of a composite APPR rating or a TIP must be commenced within ten (10) school days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards. Or in the case of a TIP appeal after the implementation.

D. The Superintendent or the Superintendent's designated Administrator shall respond to the appeal with a written answer granting the appeal and directing further administrative action or denying the appeal. The Superintendent or his/her designated Administrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. Such decision shall be made within ten (10) school days of the receipt of the appeal. In the event that the decision of the Superintendent or the Superintendent's designated Administrator is not made within the timeframe set forth in paragraph "D" above, the Appeal shall be sustained.

E. The decision of the Superintendent or the Superintendent's designated Administrator, so long as the decision is made within the timeframe set forth in paragraph D, 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.

F. 1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Sheila Cole, Jeffrey Selchick, Ira Lobel and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the teacher improvement plan on an expedited basis, within 45 days of the receipt of the written appeal. The documentation to be furnished to the Arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the Arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing within 48 hours to the arbitrator and copied to the other party for the arbitrator's review and consideration.

In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected as the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn't resolved in the appeal. In such event, the Section 3020-a hearing officer's review of the evaluations that have been subject to the appeals process shall be de novo to the maximum extent permitted by law. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law; provided, however, in the event that SED will not pay for the costs of the hearing, that expense shall be borne by the District and the proceedings shall be in the nature of a disciplinary arbitration and not a statutory hearing under section 3020-a of the Education Law. During the pendency of a disciplinary arbitration the pay rights of the teacher shall be the same as those afforded to teachers who are subject to statutory proceedings under Section 3020-a of the Education Law. In such event, the Section 3020-a hearing officer's review of the evaluations that have been subject to the appeals process shall be de novo to the maximum extent permitted by law.

2. In order to take advantage of the procedure outlined in F(1) above, the tenured teacher must consent to the use of the arbitrator from the arbitration panel who heard the appeal should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's designated administrator.

G. The provisions set forth above, shall neither be construed to alter or affect the rights of probationary teachers pursuant to Section

6.4) Training and Certification of Lead Evaluators and Evaluators

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

To certify each evaluator received training by the local BOCES or RIC Center, as well as 3rd Part Vendor for Locally Selected Measures, as well as Observation Rubric. Trainings center on (1) Standards, (2) Evidence Based Observations, (3) Student Growth Model, (4) Rubric Use, (5) Assessment Tools-Local Use, (6) Assessment Tools-SED Approved, (7) Statewide Instructional Reporting System, (8) Scoring, (9) ELL/SWD Considerations.

To re-certify each evaluator will attend BOCES network team trainings on evidence collection and reading of sample evaluations at least twice per year. The process of inter-rater reliability will be accomplished through watching common lessons and the use of evidence and the rubric to assess the instruction.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, June 25, 2012

Updated Wednesday, December 19, 2012

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.

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):

4-8
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
k-3	District, regional, or BOCES-developed	BOCES Developed Grade and Subject Specific Assessment
k-3	State assessment	NYS Grade 3 ELA / Math Assessments

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Students will be given a pre test to establish a baseline. Using the baseline data the teachers will set growth targets for their students on their roster. HEDI points will be awarded to a principal based on a percentage of students school wide that meet or exceed the growth target.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	84-100% of students will meet the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	56-83% of students will meet the growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	29-55% of students will meet the growth target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-28% of students will meet the growth target.

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

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, June 25, 2012

Updated Wednesday, December 19, 2012

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.

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
4-8	(d) measures used by district for teacher evaluation	Measure of Academic Progress ELA and Math

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.	Principal will receive a HEDI rating and score (0-15 points) based upon student growth as measured through the Measures of Academic Progress (MAP) ELA and Math assessments. Points will be awarded to the building principal based upon the percentage of students in the building who show growth on the MAP assessments. The number of students who show growth on the NWEA MAP ELA and Math assessments, respectively, will be obtained, and converted to a percentage, which shall then be averaged (proportionately based upon the number of students tested in each curricular area) to obtain the Principal's local 15 point measure of student growth. A Table that articulates all points that may be earned (0-15) is contained in Appendix C-2 below
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100-85% of students reach growth target on Measure of Academic Progress
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-84% of students reach growth target on Measure of Academic Progress

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students reach growth target on Measure of Academic Progress
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students reach growth target on Measure of Academic Progress

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

(No response)

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

assets/survey-uploads/5366/145503-qBFVOWF7fC/local15msprincipal.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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
k-3	(d) measures used by district for teacher evaluation	Measure of Academic Progress (ELA and Math; primary grades)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Principal will receive a HEDI rating and score (0-20 points) based upon student growth as measured through the Measures of Academic Progress (MAP) ELA and Math assessments. Points will be awarded to the building principal based upon the percentage of students in the building who show growth on the MAP assessments. The number of students who show growth on the NWEA MAP ELA and Math assessments, respectively, will be obtained, and converted to a percentage, which shall then be averaged (proportionately based upon the number of students tested in each curricular area) to obtain the Principal's local 20 point measure of student growth. A Table that articulates all points that may be earned (0-20) is contained in Appendix C-1 below
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100-84% of students reach growth target on Measure of Academic Progress
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	56-83% of students reach growth target on Measure of Academic Progress

for grade/subject.	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students reach growth target on Measure of Academic Progress
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students reach growth target on Measure of Academic Progress

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

(No response)

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

assets/survey-uploads/5366/145503-T8MIGWUVm1/local20esprincipal.docx

8.3) Locally Developed Controls

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

none

8.4) Principals with More Than One Locally Selected Measure

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

na

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check

8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Monday, June 25, 2012

Updated Thursday, November 29, 2012

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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 parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology within the sub-domains "a" through "j" in each of the six above-noted Domains:

- 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" rating (which coincides with "Improvement Necessary" on the Marshall Rubric) shall receive 88% of the total point value for that sub-domain.*
- 4. An "Ineffective" rating (which coincides with "Does Not Meet Standards" on the Marshall Rubric) shall receive no points.*

An example of a sample computation pursuant to this methodology is uploaded 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.

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, the State 20 and the Local 60 would receive a composite effectiveness rating within the regulated "effective" range (of 75-90).

WHEREAS, the parties further agree the Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges for the 2012-13 and 2013-14 school years:

Rating Point Range

Highly Effective 59-60

Effective 57-58

Developing 48-56

Ineffective 0-47

The parties further agree that the HEDI band ranges set forth and the point computation methodology set forth above are Subject to reexamination after their implementation for the 2012-13 school year in the event that the State makes changes to its composite scoring bands and/or the State (20/25 points) and/or local (20/15) HEDI Band Ranges.

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.

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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.	principal will receive 1 point in subdomain
Effective: Overall performance and results meet standards.	principal will receive .96 of one point in subdomain
Developing: Overall performance and results need improvement in order to meet standards.	principal will receive .88 of one point in subdomain
Ineffective: Overall performance and results do not meet standards.	principal will receive 0 points in subdomain

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, June 26, 2012

Updated Thursday, November 29, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, June 26, 2012

Updated Thursday, November 29, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/145899-Df0w3Xx5v6/principalpip.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:

*Greenwood Lake UFSD
Appeals*

APPEALS PROCESS: 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 its use shall sunset, becoming null and void in all regards, effective after its implementation for the 2013-14 school year:

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 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.

2. Optional Appeals Process for a tenured principal who has received a second consecutive ineffective APPR composite rating:

A. Notwithstanding Paragraphs 1(A) through (D) above, in the event that a tenured principal has received two consecutive ineffective APPR composite scores the appeal may, at the option of the principal, be made to one of the four agreed upon arbitrators set forth below selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Dennis Campagna, Jeffrey Selchick, Howard Edelman and Sheila Cole, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or PIP in a timely and expeditious manner, within 35 days of the his/her receipt of the written appeal. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator’s review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer.

Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education law §3020-a, so long as the identical issue wasn’t resolved in the earlier appeal to the arbitrator or clearly should have been presented in the earlier appeal and was not. Notwithstanding the above, in the event that SED will not pay for the costs of the hearing, that expense shall be borne by the District and the proceedings shall be in the nature of a disciplinary arbitration and not a statutory hearing under §3020-a of the Education Law. The disciplinary arbitration procedure shall be consistent with the statutory procedure and penalty parameters as set for in Education Law §3020-a. During the pendency of a disciplinary arbitration the pay rights of the principal shall be the same as those afforded to principals who are subject to statutory proceedings under §3020-a of the Education Law.

B. In order to take advantage of the procedure outlined in paragraph 2(A) above, the tenured principal must consent to the use of one of the above-named arbitrators should the District proceed to find probable cause under §3020-a of the Education Law. If the tenured principal is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent’s administrative designee.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

To certify each evaluator received training by the local BOCES or RIC Center, as well as 3rd Part Vendor for Locally Selected Measures, as well as Observation Rubric. Trainings center on (1) Standards, (2) Evidence Based Observations, (3) Student Growth Model, (4) Rubric Use, (5) Assessment Tools-Local Use, (6) Assessment Tools-SED Approved, (7) Statewide Instructional Reporting System, (8) Scoring, (9) ELL/SWD Considerations.

To re-certify each evaluator will attend BOCES network team trainings on evidence collection and reading of sample evaluations at least twice per year. The process of inter-rater reliability will be accomplished through watching common lessons and the use of evidence and the rubric to assess the instruction.

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 Monday, June 25, 2012

Updated Thursday, December 20, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/145456-3Uqgn5g9Iu/GWL Certification FORM.pdf](assets/survey-uploads/5581/145456-3Uqgn5g9Iu/GWL_Certification_FORM.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.

Appendix “B-2”
Local 15 Measure of Student Growth
(2012-13 School Year using Data from Measures of Academic Progress (MAP) – ELA
and/or Math: to be used upon the State’s introduction of its Value-Added Growth
Measure)

% of students showing growth on the MAP assessments	Highly Effective	Effective	Developing	Ineffective
0-22				0
23-25				1
26-28				2
29-33			3	
34-38			4	
39-43			5	
44-49			6	
50-55			7	
56-60		8		
61-64		9		
65-69		10		
70-73		11		
74-78		12		
79-84		13		
85-92	14			
93-100	15			

Table 1

**Local 20 Point Measure of Student Achievement
(2012-13 School Year using Data from locally or regionally developed assessments)**

% of students meeting the achievement target	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-62		10		
63-66		11		
67-70		12		
71-74		13		
75-76		14		
77-78		15		
79-80		16		
81-83		17		
84-87	18			
88-95	19			
96-100	20			

Table 2
 Local 20 Point Measure of Student Growth
 Using data from Measures of Academic Progress Assessment (ELA/Math)

% of students showing growth on the target Measures of Academic Progress Assessments	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-62		10		
63-66		11		
67-70		12		
71-74		13		
75-76		14		
77-78		15		
79-80		16		
81-83		17		
84-87	18			
88-95	19			
96-100	20			

% of students meeting the growth target (measuring growth between administration of pre and post assessments using SLOs or Measures of Academic Progress)	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-62		10		
63-66		11		
67-70		12		
71-74		13		
75-76		14		
77-78		15		
79-80		16		
81-83		17		
84-87	18			
88-95	19			
96-100	20			

**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 Final Summative Evaluation)

1. The area(s) in need of improvement	2.The performance goals, expectations, benchmarks, standards and timeliness the teacher must meet in order to achieve an effective rating	3. How improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievement	4. The anticipated frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned)

20 Point Measure of Student Growth

Greenwood Lake Union Free School District – Elementary School Principal

(2012-13 School Year using Data from Measures of Academic Progress – ELA and Math)

% of students in the building showing growth on the MAP ELA and Math assessments	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-62		10		
63-66		11		
67-70		12		
71-74		13		
75-76		14		
77-78		15		
79-80		16		
81-83		17		
84-87	18			
88-95	19			
96-100	20			

APPR - Principal Evaluation

Local 60 Points Calculation Spreadsheet – Greenwood Lake Union Free School District

	Entry by Administrator = H,E,D,I	=Points assigned	Total Possible Points = 100%	Highly Effective = 100%	Effective = 96.0%	Developing = 88%	Ineffective = 0%
Domain A							
A	H	1.00	1.00	1.00	0.96	0.88	0.00
B	E	0.96	1.00	1.00	0.96	0.88	0.00
C	E	0.96	1.00	1.00	0.96	0.88	0.00
D	D	0.88	1.00	1.00	0.96	0.88	0.00
E	E	0.96	1.00	1.00	0.96	0.88	0.00
F	E	0.96	1.00	1.00	0.96	0.88	0.00
G	D	0.88	1.00	1.00	0.96	0.88	0.00
H	E	0.96	1.00	1.00	0.96	0.88	0.00
I	E	0.96	1.00	1.00	0.96	0.88	0.00
J	E	0.96	1.00	1.00	0.96	0.88	0.00
Domain B							
A	E	0.96	1.00	1.00	0.96	0.88	0.00
B	E	0.96	1.00	1.00	0.96	0.88	0.00
C	D	0.88	1.00	1.00	0.96	0.88	0.00
D	E	0.96	1.00	1.00	0.96	0.88	0.00
E	H	1.00	1.00	1.00	0.96	0.88	0.00
F	D	0.88	1.00	1.00	0.96	0.88	0.00
G	E	0.96	1.00	1.00	0.96	0.88	0.00
H	D	0.88	1.00	1.00	0.96	0.88	0.00
I	E	0.96	1.00	1.00	0.96	0.88	0.00
J	E	0.96	1.00	1.00	0.96	0.88	0.00
Domain C							
A	E	0.96	1.00	1.00	0.96	0.88	0.00
B	E	0.96	1.00	1.00	0.96	0.88	0.00
C	H	1.00	1.00	1.00	0.96	0.88	0.00
D	E	0.96	1.00	1.00	0.96	0.88	0.00
E	E	0.96	1.00	1.00	0.96	0.88	0.00
F	H	1.00	1.00	1.00	0.96	0.88	0.00
G	D	0.88	1.00	1.00	0.96	0.88	0.00
H	E	0.96	1.00	1.00	0.96	0.88	0.00
I	E	0.96	1.00	1.00	0.96	0.88	0.00
J	E	0.96	1.00	1.00	0.96	0.88	0.00

Domain D								
A	E	0.96	1.00	1.00	0.96	0.88	0.00	
B	E	0.96	1.00	1.00	0.96	0.88	0.00	
C	D	0.88	1.00	1.00	0.96	0.88	0.00	
D	D	0.88	1.00	1.00	0.96	0.88	0.00	
E	D	0.88	1.00	1.00	0.96	0.88	0.00	
F	E	0.96	1.00	1.00	0.96	0.88	0.00	
G	E	0.96	1.00	1.00	0.96	0.88	0.00	
H	E	0.96	1.00	1.00	0.96	0.88	0.00	
I	E	0.96	1.00	1.00	0.96	0.88	0.00	
J	E	0.96	1.00	1.00	0.96	0.88	0.00	
Domain E								
A	H	1.00	1.00	1.00	0.96	0.88	0.00	
B	H	1.00	1.00	1.00	0.96	0.88	0.00	
C	D	0.88	1.00	1.00	0.96	0.88	0.00	
D	E	0.96	1.00	1.00	0.96	0.88	0.00	
E	E	0.96	1.00	1.00	0.96	0.88	0.00	
F	D	0.88	1.00	1.00	0.96	0.88	0.00	
G	E	0.96	1.00	1.00	0.96	0.88	0.00	
H	E	0.96	1.00	1.00	0.96	0.88	0.00	
I	E	0.96	1.00	1.00	0.96	0.88	0.00	
J	E	0.96	1.00	1.00	0.96	0.88	0.00	
Domain F								
A	E	0.96	1.00	1.00	0.96	0.88	0.00	
B	D	0.88	1.00	1.00	0.96	0.88	0.00	
C	D	0.88	1.00	1.00	0.96	0.88	0.00	
D	E	0.96	1.00	1.00	0.96	0.88	0.00	
E	H	1.00	1.00	1.00	0.96	0.88	0.00	
F	H	1.00	1.00	1.00	0.96	0.88	0.00	
G	D	0.88	1.00	1.00	0.96	0.88	0.00	
H	E	0.96	1.00	1.00	0.96	0.88	0.00	
I	D	0.88	1.00	1.00	0.96	0.88	0.00	
J	D	0.88	1.00	1.00	0.96	0.88	0.00	
Raw Score*		56.64	60.00	60.00	57.60	52.80	0.00	
Total		E	57.00					

*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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Appendix “C-2”

Local 15 Measure of Student Growth

Greenwood Lake Union Free School District – Middle School Principal

**(2012-13 School Year using Data from Measures of Academic Progress – ELA and Math assessments:
to be used upon the State’s introduction of its Value-Added Growth Measure)**

[To sunset at the conclusion of the 2012-13 school year]

% of students in the building showing growth on the MAP ELA and Math assessments	Highly Effective	Effective	Developing	Ineffective
0-22				0
23-25				1
26-28				2
29-33			3	
34-38			4	
39-43			5	
44-49			6	
50-55			7	
56-60		8		
61-64		9		
65-69		10		
70-73		11		
74-78		12		
79-84		13		
85-92	14			
93-100	15			

**APPENDIX C-1
20 Point Locally Selected Measure of Student Growth**

Greenwood Lake Union Free School District – Elementary School Principal

(2012-13 School Year using Data from Measures of Academic Progress – ELA and Math)

[To sunset at the conclusion of the 2012-13 school year]

% of students in the building showing growth on the MAP ELA and Math assessments	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-62		10		
63-66		11		
67-70		12		
71-74		13		
75-76		14		
77-78		15		
79-80		16		
81-83		17		
84-87	18			
88-95	19			
96-100	20			

Greenwood Lake UFSD

Principal Professional Improvement

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 make the following specific certifications with respect to their APPR Plan:

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

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Richard Broedel 12/20/12

Teachers Union President Signature: Date:

Joseph R. DiBernardo 12/20/12

Administrative Union President Signature: Date:

[Signature] 12/20/12

Board of Education President Signature: Date:

Fall 12/20/12
VICE-PRESIDENT