



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

Commissioner of Education
President of the University of the State of New York
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December 11, 2012

Lee A. Bordick, Superintendent
Kinderhook Central School District
2910 Route 9
Valatie, NY 12184

Dear Superintendent Bordick:

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: James N. Baldwin

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, September 18, 2012

Updated Wednesday, November 28, 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

101401040000

1.2) School District Name:

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

KINDERHOOK CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, October 11, 2012
Updated Monday, December 10, 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	District, regional, or BOCES-developed assessment	Kinderhook CSD developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Kinderhook CSD developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Questar III BOCES developed Second Grade ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

All teachers are provided training on developing Student Learning Objectives for required populations. Additionally, teachers participate in the development of locally created pre- and post-assessments where appropriate. Locally-created, BOCES –created, and state assessments are administered across all classrooms in the same grade or course. Teachers work collaboratively within their departments and grade levels, and with district administrators to develop rigorous and comparable SLOs. Student rosters are current as of BEDS day and include all students assigned to a teacher. Baseline data from pre-assessments is utilized to create appropriate and rigorous targets for individual students on the post-assessment. Based on the percentage of students achieving established targets, teachers will be assigned by the building principal a score of 0-20 within district-established HEDI band designations as described below.

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

Teachers will be rated “Highly Effective” when 85-100% of the students meet or exceed their individual growth target thereby demonstrating exceptional student growth beyond expectations.

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

Teachers will be rated “Effective” when 65-84% of the students meet or exceed their individual growth target thereby demonstrating acceptable and appropriate student growth meeting expectations.

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

Teachers will be rated “Developing” when 50-64% of the students meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not meet expectations and needs improvement to meet expectations.

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

Teachers will be rated “Ineffective” when 0-49% of the student meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not result in acceptable student growth and does not meet expectations.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Kinderhook CSD developed Kindergarten Mathematics Assessment
1	District, regional, or BOCES-developed assessment	Kinderhook CSD developed First Grade Mathematics Assessment
2	District, regional, or BOCES-developed assessment	Kinderhook CSD developed Second Grade Mathematics Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>All teachers are provided training on developing Student Learning Objectives for required populations. Additionally, teachers participate in the development of locally created pre- and post-assessments where appropriate. Locally-created, BOCES –created, and state assessments are administered across all classrooms in the same grade or course. Teachers work collaboratively within their departments and grade levels, and with district administrators to develop rigorous and comparable SLOs. Student rosters are current as of BEDS day and include all students assigned to a teacher. Baseline data from pre-assessments is utilized to create appropriate and rigorous targets for individual students on the post-assessment. Based on the percentage of students achieving established targets, teachers will be assigned by the building principal a score of 0-20 within district-established HEDI band designations as described below.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Teachers will be rated “Highly Effective” when 85-100% of the students meet or exceed their individual growth target thereby demonstrating exceptional student growth beyond expectations.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Teachers will be rated “Effective” when 65-84% of the students meet or exceed their individual growth target thereby demonstrating acceptable and appropriate student growth meeting expectations.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Teachers will be rated “Developing” when 50-64% of the students meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not meet expectations and needs improvement to meet expectations.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Teachers will be rated “Ineffective” when 0-49% of the student meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not result in acceptable student growth and does not meet expectations.</p>

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable - Grade 6 is Common Branch
7	District, regional or BOCES-developed assessment	Kinderhook CSD developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>All teachers are provided training on developing Student Learning Objectives for required populations. Additionally, teachers participate in the development of locally created pre- and post-assessments where appropriate. Locally-created, BOCES –created, and state assessments are administered across all classrooms in the same grade or course. Teachers work collaboratively within their departments and grade levels, and with district administrators to develop rigorous and comparable SLOs. Student rosters are current as of BEDS day and include all students assigned to a teacher. Baseline data from pre-assessments is utilized to create appropriate and rigorous targets for individual students on the post-assessment. Based on the percentage of students achieving established targets, teachers will be assigned by the building principal a score of 0-20 within district-established HEDI band designations as described below.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Teachers will be rated “Highly Effective” when 85-100% of the students meet or exceed their individual growth target thereby demonstrating exceptional student growth beyond expectations.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Teachers will be rated “Effective” when 65-84% of the students meet or exceed their individual growth target thereby demonstrating acceptable and appropriate student growth meeting expectations.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Teachers will be rated “Developing” when 50-64% of the students meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not meet expectations and needs improvement to meet expectations.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Teachers will be rated “Ineffective” when 0-49% of the student meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not result in acceptable student growth and does not meet expectations.</p>

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not applicable - Grade 6 is Common Branch
7	District, regional or BOCES-developed assessment	Kinderhook CSD developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Kinderhook CSD 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>All teachers are provided training on developing Student Learning Objectives for required populations. Additionally, teachers participate in the development of locally created pre- and post-assessments where appropriate. Locally-created, BOCES –created, and state assessments are administered across all classrooms in the same grade or course. Teachers work collaboratively within their departments and grade levels, and with district administrators to develop rigorous and comparable SLOs. Student rosters are current as of BEDS day and include all students assigned to a teacher. Baseline data from pre-assessments is utilized to create appropriate and rigorous targets for individual students on the post-assessment. Based on the percentage of students achieving established targets, teachers will be assigned by the building principal a score of 0-20 within district-established HEDI band designations as described below.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers will be rated “Highly Effective” when 85-100% of the students meet or exceed their individual growth target thereby demonstrating exceptional student growth beyond expectations.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers will be rated “Effective” when 65-84% of the students meet or exceed their individual growth target thereby demonstrating acceptable and appropriate student growth meeting expectations.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers will be rated “Developing” when 50-64% of the students meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not meet expectations and needs improvement to meet expectations.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers will be rated “Ineffective” when 0-49% of the student meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not result in acceptable student growth and does not meet expectations.</p>

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Kinderhook CSD developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers are provided training on developing Student Learning Objectives for required populations. Additionally, teachers participate in the development of locally created pre- and post-assessments where appropriate. Locally-created, BOCES –created, and state assessments are administered across all classrooms in the same grade or course. Teachers work collaboratively within their departments and grade levels, and with district administrators to develop rigorous and comparable SLOs. Student rosters are current as of BEDS day and include all students assigned to a teacher. Baseline data from pre-assessments is utilized to create appropriate and rigorous targets for individual students on the post-assessment. Based on the percentage of students achieving established targets, teachers will be assigned by the building principal a score of 0-20 within district-established HEDI band designations as described below.
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Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated “Effective” when 65-84% of the students meet or exceed their individual growth target thereby demonstrating acceptable and appropriate student growth meeting expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated “Developing” when 50-64% of the students meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not meet expectations and needs improvement to meet expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated “Ineffective” when 0-49% of the student meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not result in acceptable student growth and does not meet expectations.

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	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers are provided training on developing Student Learning Objectives for required populations. Additionally, teachers participate in the development of locally created pre- and post-assessments where appropriate. Locally-created, BOCES –created, and state assessments are administered across all classrooms in the same grade or course. Teachers work collaboratively within their departments and grade levels, and with district administrators to develop rigorous and comparable SLOs. Student rosters are current as of BEDS day and include all students assigned to a teacher. Baseline data from pre-assessments is utilized to create appropriate and rigorous targets for individual students on the post-assessment. Based on the percentage of students achieving established targets, teachers will be assigned by the building principal a score of 0-20 within district-established HEDI band designations as described below.
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Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated “Developing” when 50-64% of the students meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not meet expectations and needs improvement to meet expectations.
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2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers are provided training on developing Student Learning Objectives for required populations. Additionally, teachers participate in the development of locally created pre- and post-assessments where appropriate. Locally-created, BOCES –created, and state assessments are administered across all classrooms in the same grade or course. Teachers work collaboratively within their departments and grade levels, and with district administrators to develop rigorous and comparable SLOs. Student rosters are current as of BEDS day and include all students assigned to a teacher. Baseline data from pre-assessments is utilized to create appropriate and rigorous targets for individual students on the post-assessment. Based on the percentage of students achieving established targets, teachers will be assigned by the building principal a score of 0-20 within district-established HEDI band designations as described below.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated “Ineffective” when 0-49% of the student meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not result in acceptable student growth and does not meet expectations.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Kinderhook CSD developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Kinderhook CSD developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers are provided training on developing Student Learning Objectives for required populations. Additionally, teachers participate in the development of locally created pre- and post-assessments where appropriate. Locally-created, BOCES –created, and state assessments are administered across all classrooms in the same grade or course. Teachers work collaboratively within their departments and grade levels, and with district administrators to develop rigorous and comparable SLOs. Student rosters are current as of BEDS day and include all students assigned to a teacher. Baseline data from pre-assessments is utilized to create appropriate and rigorous targets for individual students on the post-assessment. Based on the percentage of students achieving established targets, teachers will be assigned by the building principal a score of 0-20 within district-established HEDI band designations as described below.
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Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be rated “Effective” when 65-84% of the students meet or exceed their individual growth target thereby demonstrating acceptable and appropriate student growth meeting expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be rated “Developing” when 50-64% of the students meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not meet expectations and needs improvement to meet expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be rated “Ineffective” when 0-49% of the student meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not result in acceptable student growth and does not meet expectations.

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of

teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
K-12 Art	District, Regional or BOCES-developed	Kinderhook CSD developed grade specific Art Assessments
K-12 Music	District, Regional or BOCES-developed	Kinderhook CSD developed grade sepcific Music Assessments
K-12 Physical Education	District, Regional or BOCES-developed	Kinderhok CSD developed grade specific Physical Education Assessments
K-8 Library	District, Regional or BOCES-developed	Kinderhook CSD developed grade specific Library Assessments
6-8 Family and Consumer Science	District, Regional or BOCES-developed	Kinderhook CSD developed grade specific Family and Consumer Science Assessments
6-12 Languages Other Than English	District, Regional or BOCES-developed	Kinderhook CSD developed grade specific LOTE Assessments
7-8 Health	District, Regional or BOCES-developed	Kinderhook CSD developed grade specific Health Assessments
K-8 Acedemic Intervention Services	District, Regional or BOCES-developed	Kinderhook CSD developed grade specific AIS Assessments
7-12 Technology Courses	District, Regional or BOCES-developed	Kinderhook CSD developed grade specific Technology Assessments
Non-Regents HS Math	District, Regional or BOCES-developed	Kinderhook CSD developed grade specific Math Assessments
Non-Regents HS English	District, Regional or BOCES-developed	Kinderhook CSD developed grade specific English Assessments
Non-Regents HS Social Studies	District, Regional or BOCES-developed	Kinderhook CSD developed grade specific Social Studies Assesments
Non-Regents HS Science	District, Regional or BOCES-developed	Kinderhook CSD developed grade specific Science Assessments
K-12 English Language Learners	State Assessment	New York State English as a Second Language Achievement Test
All other teachers not listed above	District, Regional or BOCES-developed	Kinderhook CSD developed grade and subject specific Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers are provided training on developing Student Learning Objectives for required populations. Additionally, teachers participate in the development of locally created pre- and post-assessments where appropriate. Locally-created, BOCES –created, and state assessments are administered across all classrooms in the same grade or course. Teachers work collaboratively within their departments and grade levels, and with district administrators to develop rigorous and comparable SLOs. Student rosters are current as of BEDS day and include all
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students assigned to a teacher. Baseline data from pre-assessments is utilized to create appropriate and rigorous targets for individual students on the post-assessment. Based on the percentage of students achieving established targets, teachers will be assigned by the building principal a score of 0-20 within district-established HEDI band designations as described below.

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

Teachers will be rated "Highly Effective" when 85-100% of the students meet or exceed their individual growth target thereby demonstrating exceptional student growth beyond expectations.

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

Teachers will be rated "Effective" when 65-84% of the students meet or exceed their individual growth target thereby demonstrating acceptable and appropriate student growth meeting expectations.

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

Teachers will be rated "Developing" when 50-64% of the students meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not meet expectations and needs improvement to meet expectations.

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

Teachers will be rated "Ineffective" when 0-49% of the student meet or exceed their individual growth target thereby demonstrating that the work of the teacher does not result in acceptable student growth and does not meet expectations.

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/5364/193836-TXEttx9bQW/SLO HEDI band.doc

2.12) Locally Developed Controls

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

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

Not applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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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	6(ii) School wide measure computed locally	NYS Grades 4-8 ELA and Math Assessments
5	6(ii) School wide measure computed locally	NYS Grades 4-8 ELA and Math Assessments

6	6(ii) School wide measure computed locally	NYS Grades 4-8 ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS Grades 4-8 ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS Grades 4-8 ELA and Math Assessments

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

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

<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 3.3, below.</p>	<p>For all grades, the achievement target was determined and set through negotiations between the Ichabod Crane Teachers' Association and the Superintendent. These targets were determined based on prior years' performance with a goal of improving performance.</p> <p>The results of the New York State ELA and Math assessments in grades 4-8 will be used to compute the number of students at the proficient level (achieving Level 3 and Level 4 scores). The percentage of students proficient on each assessment will be compared to the state average of students proficient on the same assessment. A HEDI score will be determined for each assessment. The ten resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the 4-8 building as their local measure.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Highly Effective" with 14 or 15 points when the percentage of students scoring at the proficient level is 5.00 percentage points or more above the state average as determined by each of the 10 state assessments.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Effective" with 8 to 13 points when the percentage students scoring at the proficient level is between 2.00 and 4.99 percentage points above the state average as determined by each of the 10 state assessments.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Developing" with 3 to 7 points when the percentage students scoring at the proficient level is between 0.50 and 1.99 percentage points above the state average as determined by each of the 10 state assessments.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Ineffective" with 0 to 2 points when the percentage students scoring at the proficient level is 0.49 percentage points or less above the state average as determined by each of the 10 state assessments.</p>

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	6(ii) School wide measure computed locally	New York State Grades 4-8 ELA and Mathematics Assessments
5	6(ii) School wide measure computed locally	New York State Grades 4-8 ELA and Mathematics Assessments
6	6(ii) School wide measure computed locally	New York State Grades 4-8 ELA and Mathematics Assessments
7	6(ii) School wide measure computed locally	New York State Grades 4-8 ELA and Mathematics Assessments
8	6(ii) School wide measure computed locally	New York State Grades 4-8 ELA and Mathematics Assessments

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

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

<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 3.3, below.</p>	<p>For all grades, the achievement target was determined and set through negotiations between the Ichabod Crane Teachers' Association and the Superintendent. These targets were determined based on prior years' performance with a goal of improving performance.</p> <p>The results of the New York State ELA and Math assessments in grades 4-8 will be used to compute the number of students at the proficient level (achieving Level 3 and Level 4 scores). The percentage of students proficient on each assessment will be compared to the state average of students proficient on the same assessment. A HEDI score will be determined for each assessment. The ten resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the 4-8 building as their local measure.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Highly Effective" with 14 or 15 points when the percentage of students scoring at the proficient level is 5.00 percentage points or more above the state average as determined by each of the 10 state assessments.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Effective" with 8 to 13 points when the percentage students scoring at the proficient level is between 2.00 and 4.99 percentage points above the state average as determined by each of the 10 state assessments.</p>

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

Teachers will be rated as "Developing" with 3 to 7 points when the percentage students scoring at the proficient level is between 0.50 and 1.99 percentage points above the state average as determined by each of the 10 state assessments.

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

Teachers will be rated as "Ineffective" with 0 to 2 points when the percentage students scoring at the proficient level is 0.49 percentage points or less above the state average as determined by each of the 10 state assessments.

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/5139/193857-rhJdBgDruP/HEDI Scoring for Local Measures of Achievement 15 point ES and MS pdf.pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grade 3 ELA and Mathematics Assessments
1	6(ii) School-wide measure computed locally	NYS Grade 3 ELA and Mathematics Assessments
2	6(ii) School-wide measure computed locally	NYS Grade 3 ELA and Mathematics Assessments
3	6(ii) School-wide measure computed locally	NYS Grade 3 ELA and Mathematics Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

For all grades, the achievement target was determined and set through negotiations between the Ichabod Crane Teachers' Association and the Superintendent. These targets were determined based on prior years' performance with a goal of improving performance.

The results of the New York State ELA and Math assessments in grade 3 will be used to compute the number of students at the proficient level (achieving Level 3 and Level 4 scores). The percentage of students proficient on each assessment will be compared to the state average of students proficient on the same assessment. A HEDI score will be determined for each assessment. The two resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the K-3 building as their local measure.

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

Teachers will be rated as "Highly Effective" with 18-20 points when the percentage students scoring at the proficient level is 6.00 percentage points or more above the state average as determined by each of the two state assessments.

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

Teachers will be rated as "Effective" with 9 to 17 points when the percentage students scoring at the proficient level is between 3.00 and 5.99 percentage points above the state average as determined by each of the two state assessments.

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

Teachers will be rated as "Developing" with 3 to 8 points when the percentage students scoring at the proficient level is between 0.40 and 2.99 percentage points above the state average as determined by each of the two state assessments.

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

Teachers will be rated as "Ineffective" with 0 to 2 points when the percentage students scoring at the proficient level is 0.39 percentage points or less above the state average as determined by each of the two state assessments.

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	6(ii) School-wide measure computed locally	NYS Grade 3 ELA and Mathematics Assessments
1	6(ii) School-wide measure computed locally	NYS Grade 3 ELA and Mathematics Assessments
2	6(ii) School-wide measure computed locally	NYS Grade 3 ELA and Mathematics Assessments
3	6(ii) School-wide measure computed locally	NYS Grade 3 ELA and Mathematics Assessments

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For all grades, the achievement target was determined and set through negotiations between the Ichabod Crane Teachers' Association and the Superintendent. These targets were determined based on prior years' performance with a goal of improving performance.</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>Teachers will be rated as "Highly Effective" with 18-20 points when the percentage students scoring at the proficient level is 6.00 percentage points or more above the state average as determined by each of the two state assessments.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Effective" with 9 to 17 points when the percentage students scoring at the proficient level is between 3.00 and 5.99 percentage points above the state average as determined by each of the two state assessments.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Developing" with 3 to 8 points when the percentage students scoring at the proficient level is between 0.40 and 2.99 percentage points above the state average as determined by each of the two state assessments.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Ineffective" with 0 to 2 points when the percentage students scoring at the proficient level is 0.39 percentage points or less above the state average as determined by each of the two state assessments.</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	New York State Grades 4-8 ELA and Mathematics Assessments
7	6(ii) School wide measure computed locally	New York State Grades 4-8 ELA and Mathematics Assessments

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.

For all grades, the achievement target was determined and set through negotiations between the Ichabod Crane Teachers' Association and the Superintendent. These targets were determined based on prior years' performance with a goal of improving performance.

The results of the New York State ELA and Math assessments in grades 4-8 will be used to compute the number of students at the proficient level (achieving Level 3 and Level 4 scores). The percentage of students proficient on each assessment will be compared to the state average of students proficient on the same assessment. A HEDI score will be determined for each assessment. The ten resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the 4-8 building as their local measure.

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

Teachers will be rated as "Highly Effective" with 18-20 points when the percentage students scoring at the proficient level is 5.00 percentage points or more above the state average as determined by each of the 10 state assessments.

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

Teachers will be rated as "Effective" with 9 to 17 points when the percentage students scoring at the proficient level is between 2.00 and 4.99 percentage points above the state average as determined by each of the 10 state assessments.

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

Teachers will be rated as "Developing" with 3 to 8 points when the percentage students scoring at the proficient level is between 0.50 and 1.99 percentage points above the state average as determined by each of the 10 state assessments.

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

Teachers will be rated as "Ineffective" with 0 to 2 points when the percentage students scoring at the proficient level is 0.49 percentage points or less above the state average as determined by each of the 10 state assessments.

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
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6	6(ii) School wide measure computed locally	New York State Grades 4-8 ELA and Mathematics Assessments
7	6(ii) School wide measure computed locally	New York State Grades 4-8 ELA and Mathematics Assessments
8	6(ii) School wide measure computed locally	New York State Grades 4-8 ELA and Mathematics Assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For all grades, the achievement target was determined and set through negotiations between the Ichabod Crane Teachers' Association and the Superintendent. These targets were determined based on prior years' performance with a goal of improving performance.</p> <p>The results of the New York State ELA and Math assessments in grades 4-8 will be used to compute the number of students at the proficient level (achieving Level 3 and Level 4 scores). The percentage of students proficient on each assessment will be compared to the state average of students proficient on the same assessment. A HEDI score will be determined for each assessment. The ten resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the 4-8 building as their local measure.</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>Teachers will be rated as "Highly Effective" with 18-20 points when the percentage students scoring at the proficient level is 5.00 percentage points or more above the state average as determined by each of the 10 state assessments.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Effective" with 9 to 17 points when the percentage students scoring at the proficient level is between 2.00 and 4.99 percentage points above the state average as determined by each of the 10 state assessments.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Developing" with 3 to 8 points when the percentage students scoring at the proficient level is between 0.50 and 1.99 percentage points above the state average as determined by each of the 10 state assessments.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Ineffective" with 0 to 2 points when the percentage students scoring at the proficient level is 0.49 percentage points or less above the state average as determined by each of the 10 state assessments.</p>

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams
Global 2	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams
American History	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For all grades, the achievement target was determined and set through negotiations between the Ichabod Crane Teachers' Association and the Superintendent. These targets were determined based on prior years' performance with a goal of improving performance.</p> <p>The results of the New York State Comprehensive English Regents' Exam and the New York State Algebra I (Math) Regents' Exam will be used to determine the building-wide local measure. The building is seeking to have all students "college and career ready" by improving scores and passing rates on the two state-identified Regents' exams. Therefore, the percentage of students passing each Regents' with a score of 65 or higher will be calculated. A HEDI score will be determined for each assessment using separate HEDI bands for each. (Please see attached HEDI band scoring charts). The two resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the 9-12 High School building as their local measure.</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>Teachers will be rated as "Highly Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 18 to 20 points.</p>

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated as "Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 9 to 17 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated as "Developing" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 3 to 8 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated as "Ineffective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 0 to 2 points.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams
Earth Science	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams
Chemistry	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams
Physics	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams

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.	For all grades, the achievement target was determined and set through negotiations between the Ichabod Crane Teachers' Association and the Superintendent. These targets were determined based on prior years' performance with a goal of improving performance. The results of the New York State Comprehensive English Regents' Exam and the New York State Algebra I (Math) Regents' Exam will be used to determine the building-wide
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local measure. The building is seeking to have all students “college and career ready” by improving scores and passing rates on the two state-identified Regents’ exams. Therefore , the percentage of students passing each Regents’ with a score of 65 or higher will be calculated. A HEDI score will be determined for each assessment using separate HEDI bands for each. (Please see attached HEDI band scoring charts) The two resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the 9-12 High School building as their local measure.

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

Teachers will be rated as "Highly Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents’ Exam and the Algebra I Regents’ Exam is 18 to 20 points.

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

Teachers will be rated as "Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents’ Exam and the Algebra I Regents’ Exam is 9 to 17 points.

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

Teachers will be rated as "Developing" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents’ Exam and the Algebra I Regents’ Exam is 3 to 8 points.

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

Teachers will be rated as "Ineffective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents’ Exam and the Algebra I Regents’ Exam is 0 to 2 points.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams
Geometry	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams
Algebra 2	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For all grades, the achievement target was determined and set through negotiations between the Ithaca Crane Teachers' Association and the Superintendent. These targets were determined based on prior years' performance with a goal of improving performance.</p> <p>The results of the New York State Comprehensive English Regents' Exam and the New York State Algebra I (Math) Regents' Exam will be used to determine the building-wide local measure. The building is seeking to have all students "college and career ready" by improving scores and passing rates on the two state-identified Regents' exams. Therefore, the percentage of students passing each Regents' with a score of 65 or higher will be calculated. A HEDI score will be determined for each assessment using separate HEDI bands for each. (Please see attached HEDI band scoring charts.) The two resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the 9-12 High School building as their local measure.</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>Teachers will be rated as "Highly Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 18 to 20 points.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 9 to 17 points.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Developing" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 3 to 8 points.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will be rated as "Ineffective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 0 to 2 points.</p>

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams
Grade 10 ELA	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams
Grade 11 ELA	6(ii) School wide measure computed locally	New York State Comprehensive English and Algebra I Regents' Exams

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.	<p>For all grades, the achievement target was determined and set through negotiations between the Ichabod Crane Teachers' Association and the Superintendent. These targets were determined based on prior years' performance with a goal of improving performance.</p> <p>The results of the New York State Comprehensive English Regents' Exam and the New York State Algebra I (Math) Regents' Exam will be used to determine the building-wide local measure. The building is seeking to have all students "college and career ready" by improving scores and passing rates on the two state-identified Regents' exams. Therefore, the percentage of students passing each Regents' with a score of 65 or higher will be calculated. A HEDI score will be determined for each assessment using separate HEDI bands for each. (Please see attached HEDI band scoring charts.) The two resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the 9-12 High School building as their local measure.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated as "Highly Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 18 to 20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated as "Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 9 to 17 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be rated as "Developing" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 3 to 8 points.

that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the K-3 building as their local measure.

For Grades 4-8: The results of the New York State ELA and Math assessments in grades 4-8 will be used to compute the number of students at the proficient level (achieving Level 3 and Level 4 scores). The percentage of students proficient on each assessment will be compared to the state average of students proficient on the same assessment. A HEDI score will be determined for each assessment. The ten resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the 4-8 building as their local measure.

For Grades 9-12: The results of the New York State Comprehensive English Regents' Exam and the New York State Algebra I (Math) Regents' Exam will be used to determine the building-wide local measure. The building is seeking to have all students "college and career ready" by improving scores and passing rates on the two state-identified Regents' exams. Therefore, the percentage of students passing each Regents' with a score of 65 or higher will be calculated. A HEDI score will be determined for each assessment using separate HEDI bands for each. (Please see attached HEDI band scoring charts.) The two resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score that contains a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to all teachers in the 9-12 High School building as their local measure.

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

For Grades K-3: Teachers will be rated as "Highly Effective" with 18-20 points when the percentage students scoring at the proficient level is 6.00 percentage points or more above the state average as determined by each of the two state assessments.

For Grades 4-8: Teachers will be rated as "Highly Effective" with 18-20 points when the percentage students scoring at the proficient level is 5.00 percentage points or more above the state average as determined by each of the 10 state assessments.

For High School Grades 9-12: Teachers will be rated as "Highly Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 18 to 20 points.

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

For Grades K-3: Teachers will be rated as "Effective" with 9 to 17 points when the percentage students scoring at the proficient level is between 3.00 and 5.99 percentage points above the state average as determined by each of the two state assessments.

For Grades 4-8: Teachers will be rated as "Effective" with 9 to 17 points when the percentage students scoring at the proficient level is between 2.00 and 4.99 percentage

points above the state average as determined by each of the 10 state assessments.

For High School Grades 9-12: Teachers will be rated as "Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 9 to 17 points.

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

For Grades K-3: Teachers will be rated as "Developing" with 3 to 8 points when the percentage students scoring at the proficient level is between 0.40 and 2.99 percentage points above the state average as determined by each of the two state assessments.

For Grades 4-8: Teachers will be rated as "Developing" with 3 to 8 points when the percentage students scoring at the proficient level is between 0.50 and 1.99 percentage points above the state average as determined by each of the 10 state assessments.

For High School Grades 9-12: Teachers will be rated as "Developing" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 3 to 8 points.

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

For Grades K-3: Teachers will be rated as "Ineffective" with 0 to 2 points when the percentage students scoring at the proficient level is 0.39 percentage points or less above the state average as determined by each of the two state assessments.

For Grades 4-8: Teachers will be rated as "Ineffective" with 0 to 2 points when the percentage students scoring at the proficient level is 0.49 percentage points or less above the state average as determined by each of the 10 state assessments.

For High School Grades 9-12: Teachers will be rated as "Ineffective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 0 to 2 points.

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/5139/193857-y92vNseFa4/HEDI Scoring for Local Measures of Achievement 20 points PS ES MS HS pdf.pdf](#)

3.14) Locally Developed Controls

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

not applicable

3.15) Teachers with More Than One Locally Selected Measure

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

Final scores will be determined by determining the percentage of students contributing to each score, multiplying the percentage by the score, and adding the scores. If the number of students is equal, the scores will be averaged equally.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, October 09, 2012

Updated Friday, December 07, 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]	50
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	10

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The process for assigning points and determining the HEDI rating was developed by the Ichabod Crane (aka Kinderhook Central School District) district's APPR committee comprised of members of the Ichabod Crane Teachers' Association, the district Superintendent, and the district Principal for APPR. Through a collaborative effort, the APPR committee selected the teacher practice rubric, the process and procedures for its use, the number of points assigned to each domain and sub-domain, and the HEDI score associated with the total points earned.

The rubric selected is the Frameworks for Teaching by Charlotte Danielson. Teachers can earn 60 points during their formal and informal observations, including pre-observation conferences and post-observation conferences, and through submission of required teacher artifacts as listed below:

Formal Observation: 0-45 possible points

(If more than one formal observation is conducted, the total for each will be averaged to maintain the 45 point score. If the averaged score results in a decimal, then the score will be rounded to the nearest whole number.) Please see attached chart for breakdown of scores by HEDI designation.

Domain 1: Planning and Preparation (12 possible points as detailed below)

1a: Demonstrating Knowledge of Content and Pedagogy (2 possible points)

1b: Demonstrating Knowledge of Students (2 possible points)

1c: Setting Instructional Outcomes (2 possible points)

1d: Demonstrating Knowledge of Resources (2 possible points)

1e: Designing Coherent Instruction (2 possible points)

1f: Designing Student Assessments (2 possible points)

Domain 2: The Classroom Environment (14 possible points as detailed below)

2a: Creating an Environment of Respect and Rapport (3 possible points)

2b: Establishing a Culture for Learning (3 possible points)

2c: Managing Classroom Procedures (3 possible points)

2d: Managing Student Behavior (3 possible points)

2e: Organizing Physical Space (2 possible points)

Domain 3: Instruction (17 possible points as detailed below)

3a: Communicating with Students (4 possible points)

3b: Using Questioning and Discussion Techniques (3 possible points)

3c: Engaging Students in Learning (4 possible points)

3d: Using Assessment in Instruction (3 possible points)

3e: Demonstrating Flexibility and Responsiveness (3 possible points)

Domain 4: Professional Responsibilities 4a (2 possible points as detailed below)

4a: Reflecting on Teaching (2 possible points)

Artifacts of Teaching: 10 possible points

Each teacher will submit evidence of practice in each of the following subdomains in a manner prescribed by the agreement: as directed by the building principal or as described on the corresponding appropriate form for such. The building principal will review and score each subdomain, and subsequently, assign a total score from 0 to 10 points. Please see the attached chart for the breakdown of scores by HEDI designation.

Domain 4: Professional Responsibilities (10 possible points as detailed below)

4b: Maintaining Accurate Records (2 possible points)

4c: Communicating with Families (2 possible points)

4d: Participating in a Professional Community (2 possible points)

4e: Growing and Developing Professionally (2 possible points)

4f: Showing Professionalism (2 possible points)

Scoring of the Formal Observation and the Artifacts of Teaching: In order to determine the score for each subdomain, the administrator will collect evidence, and apply it to the rubric. For each subdomain, if the teacher is rated as "highly effective", the teacher will receive 100% of the possible points for that subdomain. If the teacher is rated as "effective", the teacher will receive 96% of the possible points for that subdomain. If the teacher is rated as "developing", the teacher will receive 83% of the possible points for that subdomain. And if the teacher is rated as "ineffective", then the teacher will receive a zero (0) score. Please see CHARTS attached. It is possible for a teacher to earn a total score of zero.

Informal Observation: 5 possible points from a combination of the two instructional domains

Domain 2: The Classroom Environment

Domain 3: Instruction

In addition to observing classroom instruction for evidence of practice in Domains 2 and 3 during the formal observation, these domains will be observed again during the informal observation. In addition to the points allocated for Domains 2 and 3 during the formal observation (31 possible), another 5 possible points will be earned during the informal observation process. The combination of points for Domains 2 and 3 during the two observations will be equal to a possible 36 points total.

During the informal observation, administrators will conduct an "unannounced" observation for a period of time when instruction is being conducted by the teacher. The administrator will document evidence in each subdomain within these two instructional domains. Each and every subdomain will be considered; if observable, evidence will be recorded and if unobservable, will be noted. One point will be awarded for each subdomain that contain evidence of either highly effective or effective practices, or a combination of both. No points will be awarded for developing or ineffective practices, and no points will be awarded for a subdomain that was not observable

during the time of the informal observation.

If there is evidence of ineffective practice within any subdomain, the administrator will record the problems in the "Evaluator's Comments" section of the observation form, and will schedule a post-observation conference with the teacher within 5 school days. When the observation form is complete and each subdomain is scored, the administrator will total the points. The total points will be equal to a number between 0 and 10 inclusive. However, only a maximum of 5 points will be possible; therefore any score greater than 5 will be rounded down to 5 points. Please see the examples below:

A. An administrator observes in a classroom and records evidence of effective or highly effective practices in each of the 10 subdomains. Then each subdomain would be awarded one point, and the total score would be 10. However, the teacher would receive a score of 5 as the highest possible points allotted.

B. An administrator observes in a classroom and records effective or highly effective practices in 6 of the subdomains, and does not observe any evidence in the other 4 subdomains. The former would receive one point each, and the latter would receive 0 points each. The total score would be 6. However, the teacher would receive a score of 5 as the highest possible points allotted.

C. An administrator observes in a classroom and records evidence of effective practice in 3 of the subdomains, and evidence of developing practice in 4 subdomains. The other 3 subdomains are not observable during this observation period. The three effective subdomains would receive one point each for a total of 3 points; the four developing subdomains would receive zero points each for a total of 0 points, and the unobservable subdomains would also receive zero points. Therefore, the total points earned would be 3, and this score would be the teacher's score out of 5 possible points.

Using this methodology, teachers do not lose points for subdomains that are unobservable during an informal-type observation, but teachers must earn points for effective and highly effective practices in at least 5 of the subdomains. Due to the nature of the unannounced, informal observation, it is necessary to allow for potentially unobservable subdomains. HOWEVER, all subdomains will be observed and assessed during the formal observation process. In addition, any concerns by the administrator for unacceptable performance or lack of performance, will be addressed in the written report and through a follow up conference with the teacher.

TOTAL: 60 possible points

When all of the above components have been completed (formal observation/s, informal observation, collection and review of Artifact of Teaching), the total points from each will be added together.

Formal Observation 45 points

Informal Observation + 5 points

Artifacts of Teaching +10 points

TOTAL =60 points maximum

When adding the scores, it is possible that the total will contain a number with a decimal. If the final score is a number with a decimal of .5 or higher, the final score will be rounded UP to the next nearest number. If the final score is a number with a decimal of less than .5, the final score will be rounded DOWN to the nearest number.

The total score will be the HEDI score for the "other measures of teacher effectiveness" and will be associated with the appropriate HEDI rating:

59 or 60 total points Highly Effective

57 or 58 total points Effective

46 to 56 total points Developing

0 to 45 total points Ineffective

This resultant HEDI score will then be included in the final summative evaluation along with the local measures of achievement and the growth on state assessments or comparable measures.

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

[assets/survey-uploads/5091/191892-eka9yMJ855/Scoring of Danielson Rubric formal, informal, artifacts total pdf.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers who receive a total score of 59 or 60 points will be deemed highly effective, indicating that their overall performance exceeds the New York State Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who receive a total score of 57 or 58 points will be deemed effective, indicating that their overall performance meets the New York State Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who receive a total score of 46 to 56 points will be deemed to be developing, indicating that their overall performance does not yet meet the New York State Teaching Standards and improvement is needed.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who receive a total score of 0 to 45 points will be deemed to be ineffective, indicating that their overall performance does not meet the New York State Teaching Standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60 points
Effective	57-58 points
Developing	46-56 points
Ineffective	0-45 points

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, October 09, 2012

Updated Tuesday, October 30, 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	46-56
Ineffective	0-45

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, October 09, 2012

Updated Wednesday, December 05, 2012

Page 1

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/5265/191935-Df0w3Xx5v6/Teacher Improvement Plan CO-90L.doc

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:

Part IV: Appeals Process

I. General Appeals Process:

A. All appeals will processed in a timely and expeditious manner according to the timelines detailed below.

B. A teacher may appeal his/her annual APPR rating based on the following:

- 1. A tenured teacher who receives an ineffective or developing composite APPR rating as well as a developing or ineffective score on his/her sixty (60) point allocation*
- 2. A probationary teacher who receives an ineffective composite APPR rating*
- C. The appeal must be submitted in writing to the Superintendent of Schools or a mutually agreed upon administrative designee, who must be trained in accordance with the requirements of the statute and the regulations and also possess a district-wide administrative certification. In the event that the Superintendent or the designee served as an evaluator or lead evaluator in determining the teacher's composite APPR rating, then she/he shall not hear the appeal. While an appeal may not be commenced until the Teacher's receipt of his/her annual composite APPR rating, nothing herein shall prevent a teacher from informally discussing the Final Summative Evaluation or the Local 20 points allocation with the Lead Evaluator who completed it prior to the issuance of the composite APPR rating.*
- D. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan (TIP) shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.*
- E. An appeal of an APPR evaluation or development of a TIP must be commenced within fifteen (15) calendar days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards.*
- F. In the case of appealing a completed TIP, there shall be a fifteen (15) calendar day period following the end date of the TIP, and failure to appeal the TIP within fifteen (15) calendar days following the end date thereof, shall be deemed a waiver of the right to appeal the determination of the TIP.*
- G. The Superintendent or the mutually agreed upon administrative designee shall respond to an appeal in writing to grant said appeal and direct further administrative action, or to deny said appeal with the specific reason for the denial. The decision of the Superintendent or the designee shall be made within fifteen (15) calendar days of the receipt of the appeal. The decision of the Superintendent or the designee shall be final and binding at this stage.*
- H. The provisions set forth above shall not be construed to alter or affect the rights of probationary teachers pursuant to 3031 of the New York State Education Law.*

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

A. Notwithstanding Paragraph 1 (A) through (G) above, in the event that a tenured teacher has received two consecutive ineffective APPR summative evaluation ratings, the appeal shall be made to a panel comprised of: The Superintendent and one certified lead evaluator who has not participated in evaluating the teacher, and the Association President and an association member selected by the President. In the event that the President is unable to serve as an impartial member of the panel, she/he may designate another Association officer to serve in his/her stead.

B. In the event that the optional appeals process in Paragraph 2 is utilized, the timelines will be consistent with the appeals process as described in Paragraph 1. All appeals will be processed in a timely and expeditious manner.

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 assure that evaluators at the Ichabod Crane Central School district are fully trained and highly qualified to be lead evaluators of teachers, all school administrators including principals, assistant principals, and directors have been trained in the ten required components: NYS Teaching and use of the student growth percentile model, application and use of the locally-selected teacher rubric including training on the effective application of the rubric to observe a teacher's practice, application and use of assessment tools, application and use of locally-selected measure of student achievement used to evaluate teachers, use of the Statewide Instructional Reporting System (SIRS), the scoring methodology for generating scores within each subcomponent and the composite effectiveness score as well as the use of the scoring ranges within the four designated rating categories (HEDI), specific considerations in evaluating teachers of English-Language learners and students with disabilities, and maintaining inter-rater reliability.

Training was provided by Questar III BOCES as part of the Race to the Top initiative as follows.

"APPR- Evidence Based Observation and Rating Using Approved SED Teacher Rubrics" training (Part I and Part II); a two-day training provided by SED- trained Questar III personnel (October 3rd and October 4th, 2011 or July 31st and August 1st, 2012)

Rubric-specific training: "Danielson Framework for Teaching-Rubric Specific" training; a one-day training provided by Questar III and facilitated by the Magellan Foundation (October 14th or October 26th, 2011)

"APPR Lead Principal Evaluator" training; a two-day training provided by Questar III personnel (July 2nd and July 3rd, 2012)

"APPR Lead Teacher Evaluator" training; a one-day training provided by Questar III personnel (July 26, 2012)

On-going, in-district training provided by the Principal for APPR to all administrators at regularly scheduled administrative meetings to:

- *implement practices and procedures as prescribed*
- *ensure inter-rater reliability*
- *understand summative, composite scoring*
- *evaluate rigor and comparability of Student Learning Objectives*
- *utilize teacher practice rubric with fidelity*

To ensure inter-rater reliability, all evaluators of teachers will conduct joint observations of teachers throughout the district during the month of October 2012. Each team of observers will meet after each step of the observation process (pre-conference, formal observation, post-conference, informal observation) to discuss evidence observed, and to discuss assignment of scores to the rubric. The resultant observations will be shared with the entire administrative team in follow-up meetings to ensure that all evaluators are applying the rubric and assigning scores fairly and consistently. Monthly administrative meetings will address observation topics including inter-rater reliability.

The process to certify and re-certify lead evaluators will include continued training through Questar III BOCES through the Race to the Top initiative; participation by the Principal for APPR in the Questar III committees on Assessment, Curriculum and Instruction, and Annual Performance Reviews; and on-going school year and summer training at administrative meetings and administrative workshops for the whole group or needs-based within the district.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, October 11, 2012
Updated Monday, December 10, 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):

Elementary/Middle School Grades 4-8
High School Grades 9-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Primary School (K-3)	State assessment	New York State Third Grade ELA and Math Assessment AND
Primary School (K-3)	District, regional, or BOCES-developed	Kinderhook CSD developed Kindergarten ELA Assessment

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.

The building principal of K-3 developed SLOs to cover his two largest grade levels: Kindergarten and Third Grade thus covering over 50% of the enrolled population in the building. Three SLOs were created: 1. Third Grade Math 2. Third Grade ELA and 3. Kindergarten ELA. To determine the final HEDI score the following steps will occur:

1. The HEDI score for each of the SLOs for the two third grade outcomes (Math and ELA) will be determined and averaged, and
2. The HEDI score for the Kindergarten ELA SLO will be determined, and
3. The two measures will be weighted proportionately to the number of students in each grade level and combined to create the final HEDI score. A final score containing a decimal will be rounded to the nearest whole number. The score for each represents the percentage of students meeting established targets.

In order to determine the targets, each student was administered a pre-assessment. Then a target was set for each student based on their pre-assessment performance and the expected outcomes. Each student's target/outcome is a result of growth over time with specific skills for the course for the entire school year. The targets

were developed collaboratively between the principal and the Superintendent, and approved by the Superintendent for rigor and comparability as well as substantial levels of growth within each subject.

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

A "Highly Effective" building principal will receive 18-20 points for exceptional results when 85-100% of students meet the established targets.

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

An "Effective" building principal will receive 9-17 points for acceptable results when 65-84% of students meet the established targets.

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

A "Developing" building principal will receive 3-8 points for results below expectations and in need of improvement when 50-64% of students meet established targets.

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

An "Ineffective" building principal will receive 0-2 points for unacceptable results when 0-49% of students meet established targets.

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

assets/survey-uploads/5365/193834-lha0DogRNw/SLO HEDI band.doc

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.

Not applicable

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 Friday, October 19, 2012
Updated Wednesday, December 05, 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
Elementary/Middle School Grades 4-8	(a) achievement on State assessments	NYS Grades 4-8 ELA and Mathematics Assessments
High School Grades 9-12	(g) % achieving specific level on Regents or alternatives	NYS Comprehensive English and Algebra I Regents Exams

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For all grades, the achievement targets were determined through negotiations with the Ichabod Crane Administrators' Association and the Superintendent, and were approved by the Superintendent.</p> <p>For Grades 4-8: The results of the New York State ELA and Math assessments in grades 4-8 will be used to compute the number of students at the proficient level (achieving Level 3 and Level 4 scores). The percentage of students proficient on each assessment will be compared to the state average of students proficient on the same assessment. A HEDI score will be determined for each assessment. The ten resultant HEDI scores will be averaged to achieve an overall HEDI score. The overall HEDI score will be applied to the 4-8 principal as his local measure.</p> <p>For Grades 9-12: The results of the New York State Comprehensive English Regents' Exam and the New York</p>
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State Algebra (Math) Regents' Exam will be used to determine the local measure. The building is seeking to have all students "college and career ready" by improving scores and passing rates on the two state-identified Regents' exams. Therefore, the percentage of students passing each Regents' with a score of 65 or higher will be calculated. A HEDI score will be determined for each assessment using separate HEDI bands for each. The two resultant HEDI scores will be averaged to achieve an overall HEDI score. A final score containing a decimal will be rounded to the nearest whole number. The overall HEDI score will be applied to the principal in the 9-12 High School building as his local measure.

Please see attached HEDI band scoring charts.

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

For Grades 4-8: The principal will be rated as "Highly Effective" with 14 or 15 points when the percentage students scoring at the proficient level is 5.00 percentage points or more above the state average as determined by each of the 10 state assessments.

For High School Grades 9-12: The principal will be rated as "Highly Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 14 to 15 points.

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

For Grades 4-8: The principal will be rated as "Effective" with 8 to 13 points when the percentage students scoring at the proficient level is between 2.00 and 4.99 percentage points above the state average as determined by each of the 10 state assessments.

For High School Grades 9-12: The principal will be rated as "Effective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 8 to 13 points.

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

For Grades 4-8: The principal will be rated as "Developing" with 3 to 7 points when the percentage students scoring at the proficient level is between 0.50 and 1.99 percentage points above the state average as determined by each of the 10 state assessments.

For High School Grades 9-12: The principal will be rated as "Developing" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the Algebra I Regents' Exam is 3 to 7 points.

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

For Grades 4-8: The principal will be rated as "Ineffective" with 0 to 2 points when the percentage students scoring at the proficient level is 0.49 percentage points or less above the state average as determined by each of the 10 state assessments.

For High School Grades 9-12: The principal will be rated as "Ineffective" when the average of the two HEDI scores (rounded to the nearest whole number, if necessary) for the Comprehensive English Regents' Exam and the

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/5366/200891-qBFVOWF7fC/HEDI Scoring for Local Measures of Achievement 15 point ES MS HS pdf.pdf](#)

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed*

in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Primary School Grades K-3	(d) measures used by district for teacher evaluation	NYS Third Grade ELA and Mathematics Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The results of the New York State ELA and Math assessments in grade 3 will be used to compute the number of students at the proficient level (achieving Level 3 and Level 4 scores). The percentage of students proficient on each assessment will be compared to the state average of students proficient on the same assessment. A HEDI score will be determined for each assessment. The two resultant HEDI scores will be averaged to achieve an overall HEDI score. The overall HEDI score will be applied to the K-3 building principal as his local measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated as "Highly Effective" with 18-20 points when the percentage students scoring at the proficient level is 6.00 percentage points or more above the state average as determined by each of the two state assessments.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated as "Effective" with 9 to 17 points when the percentage students scoring at the proficient level is between 3.00 and 5.99 percentage points above the state average as determined by each of the two state assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	The principal will be rated as "Developing" with 3 to 8 points when the percentage students scoring at the

for grade/subject.

proficient level is between 0.40 and 2.99 percentage points above the state average as determined by each of the two state assessments.

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

The principal will be rated as "Ineffective" with 0 to 2 points when the percentage students scoring at the proficient level is 0.39 percentage points or less above the state average as determined by each of the two state assessments.

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/5366/200891-T8MIGWUVm1/HEDI Scoring for Local Measures of Achievement 20 point PS pdf.pdf>

8.3) Locally Developed Controls

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

Not applicable

8.4) Principals with More Than One Locally Selected Measure

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

Not applicable

8.5) Assurances

Please check all of the boxes below:

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

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, October 11, 2012

Updated Wednesday, December 05, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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 Superintendent will serve as the lead evaluator of building principals. The Superintendent will utilize results from each report generated based on a building visit, as well as information gained from evidence submitted by the building principal such as reports, agendas, data analyses, letters to faculty and parents, etc. From this information, the Superintendent will complete the LCI Multi-Dimensional Rubric by marking EACH subcomponent in EACH domain to match the building principal's level of performance. The Superintendent will record the level of performance on the provided score sheet (see form attached) by marking each subcomponent with a corresponding score: 4 points for Highly Effective, 3 points for Effective, 2 points for Developing, and 1 point for Ineffective. The scores from each subcomponent will be averaged (added together and divided by 18; and rounded to the nearest hundredth); the resultant number will be the "raw score". The Superintendent will determine the final rating by utilizing the provided "Conversion Chart" (see attached chart). The raw score will be converted to a HEDI score and HEDI rating of Highly Effective (60 points), Effective (58-59 points), Developing (56-57 points) or Ineffective (0-55 points). All information will be recorded on the form provided (attached) and signed by the Superintendent and Principal.

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

[assets/survey-uploads/5143/193832-pMADJ4gk6R/Principal Rubric Scoring by points CO-91B pdf.pdf](assets/survey-uploads/5143/193832-pMADJ4gk6R/Principal%20Rubric%20Scoring%20by%20points%20CO-91B.pdf.pdf)

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

Highly Effective: Overall performance and results exceed standards.	A building principal will be rated "Highly Effective" when the average score of all the subcomponents using the LCI Multi-Dimensional Rubric is equal to 3.51 to 4.00 points (converted to a HEDI score of 60) demonstrating exceptional performance exceeding standards.
Effective: Overall performance and results meet standards.	A building principal will be rated "Effective" when the average score of all the subcomponents using the LCI Multi-Dimensional Rubric is equal to 2.51 to 3.50 points (converted to a HEDI score of 58 or 59) demonstrating acceptable performance meeting standards.

Developing: Overall performance and results need improvement in order to meet standards.	A building principal will be rated "Developing" when the average score of all the subcomponents using the LCI Multi-Dimensional Rubric is equal to 1.56 to 2.50 points (converted to a HEDI score of 56 or 57) demonstrating that performance is in need of improvement to meet standards.
Ineffective: Overall performance and results do not meet standards.	A building principal will be rated "Ineffective" when the average score of all the subcomponents using the LCI Multi-Dimensional Rubric is equal to 1.00 to 1.55 points (converted to a HEDI score of 0-55) demonstrating performance not meeting standards.

Please provide the locally-negotiated 60 point scoring bands.

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

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	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, October 19, 2012

Updated Monday, December 10, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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 Friday, October 19, 2012

Updated Wednesday, November 28, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/200818-Df0w3Xx5v6/Principal Improvement Plan CO-91E.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. APPEAL PROCESS: An appeal of a principal's evaluation shall be only for ineffective and developing ratings or any rating tied to compensation. The reasons for appeal shall be those identified in 3012-c. The appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite score and rating.

A. Challenges in the Appeal

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

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

B. Ratings that may be appealed

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

C. Prohibition against more than one appeal

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

D. Burden of Proof

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

E. Time frame for filing appeal

The process for all appeals will be timely and expeditious.

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

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

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request. The extension will be no longer than fifteen (15) business days.

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

F. Time Frame for District Response

Within ten (10) business days of receipt of an appeal, the Superintendent or his/her designee must submit a detailed written response to the appeal to the principal initiating the appeal and the president of the Administrators' Association. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

G. Decision Process for Appeal

For an appeal: Within five (5) business days of the district's response, an impartial panel of three individuals will be selected: one chosen by the district but can't be the Superintendent; one chosen by the association; one mutually agreed upon.

For an appeal based on two consecutive developing or ineffective ratings for tenured administrators: Within five (5) business days of the district's response, a single, individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. The panel or hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*
- d. The parties shall exchange all documentary evidence to be offered at the hearing seven (7) days prior to the hearing date;*
- e. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;*
- f. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;*
- g. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

H. Decision

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

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

I. Exclusivity of Section 3012-C Appeal Procedure

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

J. Other

- 1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.*
- 2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.*
- 3. The district and unit agree that hearing officers shall be paid no more than \$600 for the hearing date, analysis of documents and production of the decision. This cost shall be the responsibility of the district.*
- 4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
- 5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*

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 assure that evaluators at the Ichabod Crane Central School district are fully trained and highly qualified to be lead evaluators of teachers, all school administrators including principals, assistant principals, and directors have been trained in the ten required components: NYS Teaching and use of the student growth percentile model, application and use of the locally-selected teacher rubric including training on the effective application of the rubric to observe a teacher's practice, application and use of assessment tools, application and use of locally-selected measure of student achievement used to evaluate teachers, use of the Statewide Instructional Reporting System (SIRS), the scoring methodology for generating scores within each subcomponent and the composite effectiveness score as well as the use of the scoring ranges within the four designated rating categories (HEDI), specific considerations in evaluating teachers of English-Language learners and students with disabilities, and maintaining inter-rater reliability.

Training was provided by Questar III BOCES as part of the Race to the Top initiative as follows.

"APPR- Evidence Based Observation and Rating Using Approved SED Teacher Rubrics" training (Part I and Part II); a two-day (15 hour) training provided by SED- trained Questar III personnel (October 3rd and October 4th, 2011 or July 31st and August 1st, 2012)

Rubric-specific training: "Danielson Framework for Teaching-Rubric Specific" training; a one-day (7.5 hour) training provided by Questar III and facilitated by the Magellan Foundation (October 14th, 17th, 21st or 26th, 2011)

"APPR Lead Principal Evaluator" training; a two-day (15 hour) training provided by Questar III personnel (July 2nd and July 3rd, 2012)

"APPR Lead Teacher Evaluator" training; a one-day (7.5 hour) training provided by Questar III personnel (July 26, 2012)

On-going, in-district training provided by the Principal for APPR to all administrators at regularly scheduled, monthly administrative meetings to:

- *implement practices and procedures as prescribed
- *ensure inter-rater reliability
- *understand summative, composite scoring
- *evaluate rigor and comparability of Student Learning Objectives
- *utilize teacher practice rubric with fidelity

To ensure inter-rater reliability, all evaluators of teachers will conduct joint observations of teachers throughout the district during the month of October 2012. Each team of observers will meet after each step of the observation process (pre-conference, formal observation, post-conference, informal observation) to discuss evidence observed, and to discuss assignment of scores to the rubric. The resultant observations will be shared with the entire administrative team in follow-up meetings to ensure that all evaluators are applying the rubric and assigning scores fairly and consistently. Monthly administrative meetings will address observation topics including inter-rater reliability. Training will include aligning rubric specific traits to evidence collected during observations.

The process to certify and re-certify lead evaluators will include continued training through Questar III BOCES through the Race to the Top initiative; participation by the Principal for APPR in the Questar III committees on Assessment, Curriculum and Instruction, and Annual Performance Reviews; and on-going school year and summer training at administrative meetings and administrative workshops for the whole group or needs-based within the district.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, October 25, 2012

Updated Monday, December 10, 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/5581/207703-3Uqgn5g9Iu/Joint Certification submission 4.pdf](assets/survey-uploads/5581/207703-3Uqgn5g9Iu/Joint%20Certification%20submission%204.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.

**Ichabod Crane Central School District
Annual Professional Performance Review
FORMAL OBSERVATION**

Teacher _____ Building _____ Ten P1 P2 P3

Subject/Course _____ Evaluator _____

PreObs _____ Observation _____ PostObs _____

Danielson Framework for Teaching 2011 Revised Edition				
	Points Scored			
	Highly Effective	Effective	Developing	In-effective
Domain 1: PLANNING AND PREPARATION: 12 possible points				
1a: Demonstrating Knowledge of Content and Pedagogy	2	1.9	1.7	0
1b: Demonstrating Knowledge of Students	2	1.9	1.7	0
1c: Setting Instructional Outcomes	2	1.9	1.7	0
1d: Demonstrating Knowledge of Resources	2	1.9	1.7	0
1e: Designing Coherent Instruction	2	1.9	1.7	0
1f: Designing Student Assessments	2	1.9	1.7	0
Domain 2: THE CLASSROOM ENVIRONMENT: 14 possible points				
2a: Creating an Environment of Respect and Rapport	3	2.9	2.5	0
2b: Establishing a Culture for Learning	3	2.9	2.5	0
2c: Managing Classroom Procedures	3	2.9	2.5	0
2d: Managing Student Behavior	3	2.9	2.5	0
2e: Organizing Physical Space	2	1.9	1.7	0
Domain 3: INSTRUCTION: 17 possible points				
3a: Communicating with Students	4	3.8	3.3	0
3b: Using Questioning and Discussion Techniques	3	2.9	2.5	0
3c: Engaging Students in Learning	4	3.8	3.3	0
3d: Using Assessment in Instruction	3	2.9	2.5	0
3e: Demonstrating Flexibility and Responsiveness	3	2.9	2.5	0
Domain 4: PROFESSIONAL RESPONSIBILITIES: 2 possible points				
4a: Reflecting on Teaching	2	1.9	1.7	0
Total Points for Formal Observation (45 possible)				

Evaluator's Signature

Teacher's Signature

Date

Date

**Ichabod Crane Central School District
Annual Professional Performance Review
Walk-Through/Informal Observation**

Teacher _____ Building _____

Course/Subject _____ Date/Time _____

Directions: During a 10-20 minute unannounced observation, the evaluator will collect evidence of effective or highly effective practice in any of the ten sub-domains below. One point will be awarded for evidence observed in each sub-domain for a maximum possible of 5 points.

<i>Danielson Framework for Teaching</i> 2011 Revised Edition	
Points Earned (1 each)	
Domain 2: THE CLASSROOM ENVIRONMENT: 5 points possible	
2a: Creating an Environment of Respect and Rapport Evidence Observed:	
2b: Establishing a Culture for Learning Evidence Observed:	
2c: Managing Classroom Procedures Evidence Observed:	
2d: Managing Student Behavior Evidence Observed:	
2e: Organizing Physical Space Evidence Observed:	
Domain 3: INSTRUCTION: 5 points possible	
3a: Communicating with Students Evidence Observed:	
3b: Using Questioning and Discussion Techniques Evidence Observed:	
3c: Engaging Students in Learning Evidence Observed:	
3d: Using Assessment in Instruction Evidence Observed:	
3e: Demonstrating Flexibility and Responsiveness Evidence Observed:	
Points for Informal Observation <small>(Maximum of 5 possible)</small>	

Evaluator's Comments:

Evaluator's Signature

Teacher's Signature

Date

Date

**Ichabod Crane Central School District
Annual Professional Performance Review
ARTIFACTS OF TEACHING**

Teacher _____ Building _____ Ten P1 P2 P3

Evaluator _____

In early June, teachers will submit to the building principal the following artifacts of teaching for review and evaluation.

<i>Danielson Framework for Teaching 2011 Revised Edition</i>				
	Points Scored			
	Highly Effective	Effective	Developing	In-effective
Domain 4: PROFESSIONAL RESPONSIBILITIES: 10 possible points				
4b: Maintaining Accurate Records Evidence:	2	1.9	1.7	0
4c: Communicating with Families Attach "Communication Log" and another example	2	1.9	1.7	0
4d: Participating in a Professional Community Attach "Professional Community Log"	2	1.9	1.7	0
4e: Growing and Developing Professionally Attach "Professional Development Log"	2	1.9	1.7	0
4f: Showing Professionalism Evidence:	2	1.9	1.7	0
Total Points for Teaching Artifacts (10 possible)				

Evaluator's Signature

Teacher's Signature

Date

Date

Ichabod Crane Central School District
Annual Professional Performance Review
Final Summative Evaluation

Teacher _____ Building _____

Principal _____ School Year _____

I. Observations

A. Formal Observation (s) – Possible 45 points

Scores will be averaged from more than one formal observation

B. Informal Observation(s) – Possible 5 points

aka: Walk-Through

C. Artifacts of Teaching – Possible 10 points

II. Growth Score – Possible 20 or 25 points

Determined by SED for 4-8 ELA and Math (25 points)
OR determined by outcome of SLO (20 points)

III. Local Assessment/ Achievement Score –

Possible 15 or 20 points (depending on Growth score from SED)

Total Composite APPR Score:

Rating: Highly Effective (91-100)

Effective (75-90)

Developing (65-74)

Ineffective (0-64)

Principal's Signature

Teacher's Signature

Date

Date

Ichabod Crane Central School District
Annual Professional Performance Review
Teacher Improvement Plan (TIP)

Teacher _____ Building _____

School Year _____ Tenured _____ Probationary _____ 1 2 3 4

- I. **Areas for Improvement:** Identify specific areas in need of improvement.

- II. **Expected Outcomes:** Identify performance goals, expectation, benchmarks, standards and/or timeliness the teacher must demonstrate in order to achieve an effective rating.

- III. **Resources:** Identify specific resources and support systems available to assist the teacher to improve performance including assignment of a mentor if appropriate.

- IV. **Evidence of Achievement:** Identify how progress will be measured and assessed.

- V. **Timeline:** Identify start and end date of TIP and anticipated frequency of meetings for periodic review of program and goal achievement.

Start Date _____ Completion Date _____

Review/Monitor Dates: _____

The teacher gives permission for a copy of this TIP to be forwarded to the President of the Ichabod Crane Teachers' Association. _____ (Teacher's initials)

Principal's Signature

Teacher's Signature

Date

Date

**Ichabod Crane Central School District
Annual Professional Performance Review
Principal’s Leadership and Management
Assessment Summary: LCI Multidimensional Rubric**

Principal: _____ **School Year:** _____

LCI Multidimensional Principal Performance Rubric: Scoring				
Domains	H	E	D	I
Domain 1: Shared Vision of Learning				
1a: Culture	4	3	2	1
1b: Sustainability	4	3	2	1
Domain 2: School Culture and Instructional Program				
2a: Culture	4	3	2	1
2b: Instructional Program	4	3	2	1
2c: Capacity Building	4	3	2	1
2d: Sustainability	4	3	2	1
2e: Strategic Planning Process	4	3	2	1
Domain 3: Safe, Efficient, Effective Learning Environment				
3a: Capacity Building	4	3	2	1
3b: Culture	4	3	2	1
3c: Sustainability	4	3	2	1
3d: Instructional Program	4	3	2	1
Domain 4: Community				
4a: Strategic Planning Process: Inquiry	4	3	2	1
4b: Culture	4	3	2	1
4c: Sustainability	4	3	2	1
Domain 5: Integrity, Fairness, Ethics				
5a: Sustainability	4	3	2	1
5b: Culture	4	3	2	1
Domain 6: Political, Social, Economic, Legal and Cultural Context				
6a: Sustainability	4	3	2	1
6b: Culture	4	3	2	1
RAW SCORE TOTAL				

Score for Other Measures (raw score above): _____ **divided by 18 =** _____

HEDI Rating for Other Measures (use conversion chart below): _____

HEDI Rating Overall: **Highly Effective** **Effective** **Developing** **Ineffective**

Superintendent’s Signature

Principal’s Signature

Date

Date

Conversion Table: Raw Score to 60 point measure and HEDI Rating

Raw Score	60 point measure
Highly Effective	
3.51 -4.00	60
Effective	
3.01-3.50	59
2.51-3.00	58
Developing	
2.01-2.50	57
1.56-2.00	56
Ineffective	
1.55	55
1.54	54
1.53	53
1.52	52
1.51	51
1.50	50
1.49	49
1.48	48
1.47	47
1.46	46
1.45	45
1.44	44
1.43	43
1.42	42
1.41	41
1.40	40
1.39	39
1.38	38
1.37	37
1.36	36
1.35	35
1.34	34
1.33	33
1.32	32
1.31	31
1.30	30
1.29	29
1.28	28
1.27	27
1.26	26
1.25	25
1.24	24
1.23	23
1.22	22
1.21	21
1.20	20
1.19	19
1.18	18

1.17	17
1.16	16
1.15	15
1.14	14
1.13	13
1.12	12
1.11	11
1.10	10
1.09	9
1.08	8
1.07	7
1.06	6
1.05	5
1.04	4
1.03	3
1.02	2
1.01	1
1.00	0

Ichabod Crane Central School District

Annual Professional Performance Review Plan

HEDI Band Designations for Student Learning Objectives (SLOs) K-12

(when state growth score is not provided)

<p>Highly Effective: 85-100% of students meet or exceed their goals.</p> <p>Effective: 65-84% of students meet or exceed their goals.</p> <p>Developing: 50-64% of students meet or exceed their goals.</p> <p>Ineffective: 0-49% of students meet or exceed their goals.</p>																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	85-90	82-84	80-81	78-79	76-77	74-75	72-73	70-71	68-69	65-67	63-64	60-62	57-59	54-56	52-53	50-51	36-49	21-35	0-20

Ichabod Crane Central School District

Annual Professional Performance Review Plan

HEDI Band Designations for Student Learning Objectives (SLOs) K-12

(when state growth score is not provided)

Highly Effective: 85-100% of students meet or exceed their goals.

Effective: 65-84% of students meet or exceed their goals.

Developing: 50-64% of students meet or exceed their goals.

Ineffective: 0-49% of students meet or exceed their goals.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	85-90	82-84	80-81	78-79	76-77	74-75	72-73	70-71	68-69	65-67	63-64	60-62	57-59	54-56	52-53	50-51	36-49	21-35	0-20

HEDI Scoring for Local Measures of Achievement:

Ichabod Crane Elementary School and Middle School

15 point scale

Achievement	HEDI Score	HEDI Rating
7.0 percentage points or more above	15	Highly Effective
5.00-6.99	14	Highly Effective
4.50-4.99	13	Effective
4.00-4.49	12	Effective
3.50-3.99	11	Effective
3.00-3.49	10	Effective
2.50-2.99	9	Effective
2.00-2.49	8	Effective
1.66-1.99	7	Developing
1.34-1.65	6	Developing
1.00-1.33	5	Developing
0.75-0.99	4	Developing
0.50-0.74	3	Developing
0.25-0.49	2	Ineffective
0.01-0.24	1	Ineffective
0.00 or less	0	Ineffective

HEDI Scoring for Local Measures of Achievement:

Ichabod Crane Primary School

Achievement	HEDI Score	HEDI Rating
8.0 percentage points or more above	20	Highly Effective
7.00-7.99	19	Highly Effective
6.00-6.99	18	Highly Effective
5.66-5.99	17	Effective
5.34-5.65	16	Effective
5.00-5.33	15	Effective
4.50-4.99	14	Effective
4.00-4.49	13	Effective
3.76-3.99	12	Effective
3.51-3.75	11	Effective
3.26-3.50	10	Effective
3.00-3.25	9	Effective
2.50-2.99	8	Developing
2.00-2.49	7	Developing
1.50-1.99	6	Developing
1.00-1.49	5	Developing
0.60-0.99	4	Developing
0.40-0.59	3	Developing
0.20-0.39	2	Ineffective
0.01-0.19	1	Ineffective
0.00 or less	0	Ineffective

HEDI Scoring for Local Measures of Achievement:

Ichabod Crane Elementary School and Middle School

20 point scale

Achievement	HEDI Score	HEDI Rating
7.0 percentage points or more above	20	Highly Effective
6.00-6.99	19	Highly Effective
5.00-5.99	18	Highly Effective
4.50-4.99	17	Effective
4.00-4.49	16	Effective
3.66-3.99	15	Effective
3.34-3.65	14	Effective
3.00-3.33	13	Effective
2.75-2.99	12	Effective
2.50-2.74	11	Effective
2.25-2.49	10	Effective
2.00-2.24	9	Effective
1.75-1.99	8	Developing
1.50-1.74	7	Developing
1.25-1.49	6	Developing
1.00-1.24	5	Developing
0.75-0.99	4	Developing
0.50-0.74	3	Developing
0.25-0.49	2	Ineffective
0.01-0.24	1	Ineffective
0.00 or less	0	Ineffective

HEDI Scoring for Local Measures of Achievement:

Ichabod Crane High School English Regents

Achievement	HEDI Score	HEDI Rating
100%	20	Highly Effective
98-99%	19	Highly Effective
96-97%	18	Highly Effective
94-95%	17	Effective
92-93%	16	Effective
90-91%	15	Effective
89%	14	Effective
88%	13	Effective
87%	12	Effective
85-86%	11	Effective
83-84%	10	Effective
80-82%	9	Effective
78-79%	8	Developing
76-77%	7	Developing
74-75%	6	Developing
72-73%	5	Developing
69-71%	4	Developing
65-68%	3	Developing
60-64%	2	Ineffective
55-59%	1	Ineffective
54% or below	0	Ineffective

HEDI Scoring for Local Measures of Achievement:

Ichabod Crane High School Algebra Regents

Achievement	HEDI Score	HEDI Rating
100%	20	Highly Effective
96-99%	19	Highly Effective
90-95%	18	Highly Effective
87-89%	17	Effective
85-86%	16	Effective
83-84%	15	Effective
81-82%	14	Effective
80%	13	Effective
77-79%	12	Effective
74-76%	11	Effective
70-73%	10	Effective
67-69%	9	Effective
65-66%	8	Developing
63-64%	7	Developing
61-62%	6	Developing
59-60%	5	Developing
57-58%	4	Developing
55-56%	3	Developing
53-54%	2	Ineffective
51-52%	1	Ineffective
50% or below	0	Ineffective

**Ichabod Crane Central School District
Annual Professional Performance Review
Principal Improvement Plan**

Principal _____ Building _____
School Year _____

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

Improvement Goal/Outcome:

Action Steps/Activities:

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

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

December:

March:

Other:

Timeline for Completion:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

Principal’s Signature/Date

Superintendent’s Signature/Date

HEDI Scoring for Local Measures of Achievement:

Ichabod Crane Elementary School and Middle School

15 point scale

Achievement	HEDI Score	HEDI Rating
7.0 percentage points or more above	15	Highly Effective
5.00-6.99	14	Highly Effective
4.50-4.99	13	Effective
4.00-4.49	12	Effective
3.50-3.99	11	Effective
3.00-3.49	10	Effective
2.50-2.99	9	Effective
2.00-2.49	8	Effective
1.66-1.99	7	Developing
1.34-1.65	6	Developing
1.00-1.33	5	Developing
0.75-0.99	4	Developing
0.50-0.74	3	Developing
0.25-0.49	2	Ineffective
0.01-0.24	1	Ineffective
0.00 or less	0	Ineffective

HEDI Scoring for Local Measures of Achievement:

Ichabod Crane High School English Regents

15 point scoring bands

Achievement	HEDI Score	HEDI Rating
98 - 100%	15	Highly Effective
96-97%	14	Highly Effective
91%-95%	13	Effective
89 - 90%	12	Effective
87 - 88%	11	Effective
85-86%	10	Effective
83-84%	9	Effective
80-82%	8	Effective
76-79%	7	Developing
74-75%	6	Developing
72-73%	5	Developing
69-71%	4	Developing
65-68%	3	Developing
60-64%	2	Ineffective
55-59%	1	Ineffective
54% or below	0	Ineffective

HEDI Scoring for Local Measures of Achievement:

Ichabod Crane High School Algebra Regents

15 point scoring bands

Achievement	HEDI Score	HEDI Rating
96-100%	15	Highly Effective
90-95%	14	Highly Effective
86-89%	13	Effective
80-85%	12	Effective
77-79%	11	Effective
74-76%	10	Effective
70-73%	9	Effective
67-69%	8	Effective
63-66%	7	Developing
61-62%	6	Developing
59-60%	5	Developing
57-58%	4	Developing
55-56%	3	Developing
53-54%	2	Ineffective
51-52%	1	Ineffective
50% or below	0	Ineffective

HEDI Scoring for Local Measures of Achievement:

Ichabod Crane Primary School

Achievement	HEDI Score	HEDI Rating
8.0 percentage points or more above	20	Highly Effective
7.00-7.99	19	Highly Effective
6.00-6.99	18	Highly Effective
5.66-5.99	17	Effective
5.34-5.65	16	Effective
5.00-5.33	15	Effective
4.50-4.99	14	Effective
4.00-4.49	13	Effective
3.76-3.99	12	Effective
3.51-3.75	11	Effective
3.26-3.50	10	Effective
3.00-3.25	9	Effective
2.50-2.99	8	Developing
2.00-2.49	7	Developing
1.50-1.99	6	Developing
1.00-1.49	5	Developing
0.60-0.99	4	Developing
0.40-0.59	3	Developing
0.20-0.39	2	Ineffective
0.01-0.19	1	Ineffective
0.00 or less	0	Ineffective

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:

Lee A. Zuck 12/10/12

Teachers Union President Signature: Date:

Karen Vecellio 12/10/12

Administrative Union President Signature: Date:

Walter J. Schuch 12/10/12

Board of Education President Signature: Date:

12/10/12

Anthony J. Welton