



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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July 26, 2013

Revised

Michele R. Weaver, Superintendent
Middleburgh Central School District
245-1 Main St.
Middleburgh, NY 12122

Dear Superintendent Weaver:

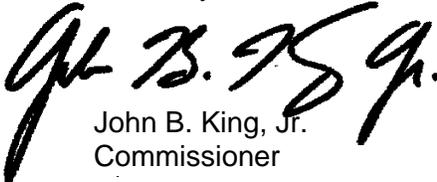
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information 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: Charles Dedrick

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, June 08, 2012

Updated Monday, June 17, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 541001040000

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

541001040000

1.2) School District Name: MIDDLEBURGH CSD

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

MIDDLEBURGH 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):

-
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

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?

Submission of material changes to an approved APPR plan

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 Monday, June 11, 2012

Updated Tuesday, June 25, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Middleburgh CSD Developed: grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Middleburgh CSD Developed: grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Middleburgh CSD Developed: grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

District developed assessments will be rigorous, comparable across classrooms and the same common assessments will be

subcomponent. If needed, you may upload a table or graphic at 2.11, below.

used across a grade level or subject.

Twenty points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile (SGP) on state assessments in English Language Arts and/or Mathematics in grades four through grade 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and Mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. The points will be assigned based upon the percentage of students meeting the agreed upon target. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the duration of the course - a year or other timeframe where applicable. The SLO must be specific and measurable, based on available prior student learning data, and aligned to the Common Core, state, or national standards, as well as any other school or District priorities.

The District-approved Student Learning Objective (SLO) template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to his/her immediate administrative supervisor for review by October 5. The supervisor will work with the teacher to ensure that the SLO is rigorous and comparable.

The SLO process to be used in the District shall consist of a pre-test administered at the beginning of the course or academic year and a post-test or a final examination/Regents will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change the testing dates/times as needed.

After the pre-test is administered and scored, the teacher, with approval by administration, will be able to choose from the following options to meet the district's minimum growth expectations when determining how student growth targets will be set:

- The teacher may choose a uniform increment that he/she sets for the students for growth over the duration of the course
- The teacher may choose to set individual growth targets for each student based on available data and collaboration
- The teacher may set a growth to mastery target. Mastery being defined as a Level 4 or 85% on the assessment.

**It should be noted that the same measure will be used exclusively for each grade level, as well as by discipline where applicable

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

Evidence indicates exceptional student learning gains across SLOs, including special populations. Expectations described in SLOs are well above District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

	20 (96-100%) 19 (91-95%) 18 (85-90%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant student learning gains across SLOs, including special populations. Expectations described in SLOs meet District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.
	17 (82-84%) 16 (80-81%) 15 (78-79%) 14 (76-77%) 13 (74-75%) 12 (72-73%) 11 (70-71%) 10 (68-69%) 9 (65-67%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but overall results are below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.
	8 (63-64%) 7 (60-62%) 6 (57-59%) 5 (54-56%) 4 (52-53%) 3 (50-51%)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gains across SLOs. Expectations described in SLOs are not met. Results are well below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.
	2 (36-49%) 1 (21-35%) 0 (0-20%)

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	Middleburgh CSD Developed: grade K Mathematics Assessment
1	District, regional, or BOCES-developed assessment	Middleburgh CSD Developed: grade 1 Mathematics Assessment
2	District, regional, or BOCES-developed assessment	Middleburgh CSD Developed: grade 2 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.

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.

District developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across a grade level or subject.

Twenty points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile (SGP) on state assessments in English Language Arts and/or Mathematics in grades four through grade 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and Mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. The points will be assigned based upon the percentage of students meeting the agreed upon target. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the duration of the course - a year or other timeframe where applicable. The SLO must be specific and measurable, based on available prior student learning data, and aligned to the Common Core, state, or national standards, as well as any other school or District priorities.

The District-approved Student Learning Objective (SLO) template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to his/her immediate administrative supervisor for review by October 5. The supervisor will work with the teacher to ensure that the SLO is rigorous and comparable.

The SLO process to be used in the District shall consist of a pre-test administered at the beginning of the course or academic year and a post-test or a final examination/Regents will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change the testing dates/times as needed.

After the pre-test is administered and scored, the teacher, with approval by administration, will be able to choose from the following options to meet the district's minimum growth expectations when determining how student growth targets will be set:

- The teacher may choose a uniform increment that he/she sets for the students for growth over the duration of the course
- The teacher may choose to set individual growth targets for each student based on available data and collaboration
- The teacher may set a growth to mastery target.

Mastery being defined as a Level 4 or 85% on the assessment.
**It should be noted that the same measure will be used

	exclusively for each grade level, as well as by discipline where applicable
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	<p>Evidence indicates exceptional student learning gains across SLOs, including special populations. Expectations described in SLOs are well above District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.</p> <p>20 (96-100%) 19 (91-95%) 18 (85-90%)</p>
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	<p>Evidence indicates significant student learning gains across SLOs, including special populations. Expectations described in SLOs meet District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.</p> <p>17 (82-84%) 16 (80-81%) 15 (78-79%) 14 (76-77%) 13 (74-75%) 12 (72-73%) 11 (70-71%) 10 (68-69%) 9 (65-67%)</p>
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	<p>Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but overall results are below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.</p> <p>8 (63-64%) 7 (60-62%) 6 (57-59%) 5 (54-56%) 4 (52-53%) 3 (50-51%)</p>
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	<p>Evidence indicates little or no student learning gains across SLOs. Expectations described in SLOs are not met. Results are well below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.</p> <p>2 (36-49%) 1 (21-35%) 0 (0-20%)</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	District, regional or BOCES-developed assessment	Middleburgh CSD Developed: grade 6 Science Assessment

7	District, regional or BOCES-developed assessment	Middleburgh 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.

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.

District developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across a grade level or subject.

Twenty points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile (SGP) on state assessments in English Language Arts and/or Mathematics in grades four through grade 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and Mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. The points will be assigned based upon the percentage of students meeting the agreed upon target. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the duration of the course - a year or other timeframe where applicable. The SLO must be specific and measurable, based on available prior student learning data, and aligned to the Common Core, state, or national standards, as well as any other school or District priorities.

The District-approved Student Learning Objective (SLO) template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to his/her immediate administrative supervisor for review by October 5. The supervisor will work with the teacher to ensure that the SLO is rigorous and comparable.

The SLO process to be used in the District shall consist of a pre-test administered at the beginning of the course or academic year and a post-test or a final examination/Regents will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change the testing dates/times as needed.

After the pre-test is administered and scored, the teacher, with approval by administration, will be able to choose from the following options to meet the district's minimum growth

expectations when determining how student growth targets will be set:

- The teacher may choose a uniform increment that he/she sets for the students for growth over the duration of the course
- The teacher may choose to set individual growth targets for each student based on available data and collaboration
- The teacher may set a growth to mastery target. Mastery being defined as a Level 4 or 85% on the assessment.

**It should be noted that the same measure will be used exclusively for each grade level, as well as by discipline where applicable

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

Evidence indicates exceptional student learning gains across SLOs, including special populations. Expectations described in SLOs are well above District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

20 (96-100%)
 19 (91-95%)
 18 (85-90%)

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

Evidence indicates significant student learning gains across SLOs, including special populations. Expectations described in SLOs meet District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

17 (82-84%)
 16 (80-81%)
 15 (78-79%)
 14 (76-77%)
 13 (74-75%)
 12 (72-73%)
 11 (70-71%)
 10 (68-69%)
 9 (65-67%)

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

Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but overall results are below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

8 (63-64%)
 7 (60-62%)
 6 (57-59%)
 5 (54-56%)
 4 (52-53%)
 3 (50-51%)

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

Evidence indicates little or no student learning gains across SLOs. Expectations described in SLOs are not met. Results are well below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

2 (36-49%)
 1 (21-35%)
 0 (0-20%)

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Middleburgh CSD Developed: grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Middleburgh CSD Developed: grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Middleburgh 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.

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.

District developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across a grade level or subject.

Twenty points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile (SGP) on state assessments in English Language Arts and/or Mathematics in grades four through grade 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and Mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. The points will be assigned based upon the percentage of students meeting the agreed upon target. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the duration of the course - a year or other timeframe where applicable. The SLO must be specific and measurable, based on available prior student learning data, and aligned to the Common Core, state, or national standards, as well as any other school or District priorities.

The District-approved Student Learning Objective (SLO) template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to his/her immediate administrative supervisor for review by October 5. The supervisor will work with the teacher to ensure that the SLO is rigorous and comparable.

The SLO process to be used in the District shall consist of a pre-test administered at the beginning of the course or academic year and a post-test or a final examination/Regents will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change

the testing dates/times as needed.
 After the pre-test is administered and scored, the teacher, with approval by administration, will be able to choose from the following options to meet the district's minimum growth expectations when determining how student growth targets will be set:

- The teacher may choose a uniform increment that he/she sets for the students for growth over the duration of the course
- The teacher may choose to set individual growth targets for each student based on available data and collaboration
- The teacher may set a growth to mastery target. Mastery being defined as a Level 4, or 85% on the final assessment,

**It should be noted that the same measure will be used exclusively for each grade level, as well as by discipline where applicable

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

Evidence indicates exceptional student learning gains across SLOs, including special populations. Expectations described in SLOs are well above District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

- 20 (96-100%)
- 19 (91-95%)
- 18 (85-90%)

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

Evidence indicates significant student learning gains across SLOs, including special populations. Expectations described in SLOs meet District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

- 17 (82-84%)
- 16 (80-81%)
- 15 (78-79%)
- 14 (76-77%)
- 13 (74-75%)
- 12 (72-73%)
- 11 (70-71%)
- 10 (68-69%)
- 9 (65-67%)

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

Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but overall results are below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

- 8 (63-64%)
- 7 (60-62%)
- 6 (57-59%)
- 5 (54-56%)
- 4 (52-53%)
- 3 (50-51%)

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

Evidence indicates little or no student learning gains across SLOs. Expectations described in SLOs are not met. Results are well below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

- 2 (36-49%)
- 1 (21-35%)

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	Middleburgh CSD Developed: Global HIstory I Assessment

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

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

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

District developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across a grade level or subject.

Twenty points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile (SGP) on state assessments in English Language Arts and/or Mathematics in grades four through grade 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and Mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. The points will be assigned based upon the percentage of students meeting the agreed upon target. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the duration of the course - a year or other timeframe where applicable. The SLO must be specific and measurable, based on available prior student learning data, and aligned to the Common Core, state, or national standards, as well as any other school or District priorities.

The District-approved Student Learning Objective (SLO) template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to his/her immediate administrative supervisor for review by October 5. The supervisor will work with the teacher to ensure that the SLO is rigorous and comparable.

The SLO process to be used in the District shall consist of a pre-test administered at the beginning of the course or academic year and a post-test or a final examination/Regents will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change the testing dates/times as needed.

After the pre-test is administered and scored, the teacher, with approval by administration, will be able to choose from the following options to meet the district's minimum growth expectations when determining how student growth targets will be set:

- The teacher may choose a uniform increment that he/she sets for the students for growth over the duration of the course
- The teacher may choose to set individual growth targets for each student based on available data and collaboration
- The teacher may set a growth to mastery target.

Mastery being defined as a Level 4, 85% on the assessment, or a score of 85 on the regents

**It should be noted that the same measure will be used exclusively for each grade level, as well as by discipline where applicable

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

Evidence indicates exceptional student learning gains across SLOs, including special populations. Expectations described in SLOs are well above District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

20 (96-100%)
 19 (91-95%)
 18 (85-90%)

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

Evidence indicates significant student learning gains across SLOs, including special populations. Expectations described in SLOs meet District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

17 (82-84%)
 16 (80-81%)
 15 (78-79%)
 14 (76-77%)
 13 (74-75%)
 12 (72-73%)
 11 (70-71%)
 10 (68-69%)
 9 (65-67%)

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

Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but overall results are below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

8 (63-64%)
 7 (60-62%)

6 (57-59%)
 5 (54-56%)
 4 (52-53%)
 3 (50-51%)

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

Evidence indicates little or no student learning gains across SLOs. Expectations described in SLOs are not met. Results are well below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

2 (36-49%)
 1 (21-35%)
 0 (0-20%)

2.7) High School Science Regents Courses

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

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

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

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

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

District developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across a grade level or subject.

Twenty points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile (SGP) on state assessments in English Language Arts and/or Mathematics in grades four through grade 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and Mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. The points will be assigned based upon the percentage of students meeting the agreed upon target. A

Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the duration of the course - a year or other timeframe where applicable. The SLO must be specific and measurable, based on available prior student learning data, and aligned to the Common Core, state, or national standards, as well as any other school or District priorities.

The District-approved Student Learning Objective (SLO) template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to his/her immediate administrative supervisor for review by October 5. The supervisor will work with the teacher to ensure that the SLO is rigorous and comparable.

The SLO process to be used in the District shall consist of a pre-test administered at the beginning of the course or academic year and a post-test or a final examination/Regents will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change the testing dates/times as needed.

After the pre-test is administered and scored, the teacher, with approval by administration, will be able to choose from the following options to meet the district's minimum growth expectations when determining how student growth targets will be set:

- The teacher may choose a uniform increment that he/she sets for the students for growth over the duration of the course
- The teacher may choose to set individual growth targets for each student based on available data and collaboration
- The teacher may set a growth to mastery target.

Mastery being defined as a Level 4, 85% on the final assessment, or a score of 85 on the regents

**It should be noted that the same measure will be used exclusively for each grade level, as well as by discipline where applicable

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

Evidence indicates exceptional student learning gains across SLOs, including special populations. Expectations described in SLOs are well above District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

20 (96-100%)
19 (91-95%)
18 (85-90%)

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

Evidence indicates significant student learning gains across SLOs, including special populations. Expectations described in SLOs meet District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

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

Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but overall results are below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

8 (63-64%)

7 (60-62%)

6 (57-59%)

5 (54-56%)

4 (52-53%)

3 (50-51%)

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

Evidence indicates little or no student learning gains across SLOs. Expectations described in SLOs are not met. Results are well below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

2 (36-49%)

1 (21-35%)

0 (0-20%)

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.

District developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across a grade level or subject. Twenty points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile (SGP) on state assessments in English Language Arts and/or Mathematics in grades four through grade 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and Mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. The points will be assigned based upon the percentage of students meeting the agreed upon target. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the duration of the course - a year or other timeframe where applicable. The SLO must be specific and measurable, based on available prior student learning data, and aligned to the Common Core, state, or national standards, as well as any other school or District priorities.

The District-approved Student Learning Objective (SLO) template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to his/her immediate administrative supervisor for review by October 5. The supervisor will work with the teacher to ensure that the SLO is rigorous and comparable.

The SLO process to be used in the District shall consist of a pre-test administered at the beginning of the course or academic year and a post-test or a final examination/Regents will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change the testing dates/times as needed.

After the pre-test is administered and scored, the teacher, with approval by administration, will be able to choose from the following options to meet the district's minimum growth expectations when determining how student growth targets will be set:

- The teacher may choose a uniform increment that he/she sets for the students for growth over the duration of the course
- The teacher may choose to set individual growth targets for each student based on available data and collaboration
- The teacher may set a growth to mastery target.

Mastery being defined as a Level 4, 85% on the final assessment, or a score of 85 on the regents

**It should be noted that the same measure will be used exclusively for each grade level, as well as by discipline where applicable

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

Evidence indicates exceptional student learning gains across SLOs, including special populations. Expectations described in SLOs are well above District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

20 (96-100%)

19 (91-95%)

18 (85-90%)

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

Evidence indicates significant student learning gains across SLOs, including special populations. Expectations described in SLOs meet District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

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

Evidence indicates little or no student learning gains across SLOs. Expectations described in SLOs are not met. Results are well below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

2 (36-49%)
 1 (21-35%)
 0 (0-20%)

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	Middleburgh CSD Developed: grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Middleburgh CSD Developed: grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents Exam

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

District developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across a grade level or subject.

2.11, below.

Twenty points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile (SGP) on state assessments in English Language Arts and/or Mathematics in grades four through grade 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and Mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. The points will be assigned based upon the percentage of students meeting the agreed upon target. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the duration of the course - a year or other timeframe where applicable. The SLO must be specific and measurable, based on available prior student learning data, and aligned to the Common Core, state, or national standards, as well as any other school or District priorities.

The District-approved Student Learning Objective (SLO) template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to his/her immediate administrative supervisor for review by October 5. The supervisor will work with the teacher to ensure that the SLO is rigorous and comparable.

The SLO process to be used in the District shall consist of a pre-test administered at the beginning of the course or academic year and a post-test or a final examination/Regents will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change the testing dates/times as needed.

After the pre-test is administered and scored, the teacher, with approval by administration, will be able to choose from the following options to meet the district's minimum growth expectations when determining how student growth targets will be set:

- The teacher may choose a uniform increment that he/she sets for the students for growth over the duration of the course
- The teacher may choose to set individual growth targets for each student based on available data and collaboration
- The teacher may set a growth to mastery target.

Mastery being defined as a Level 4, 85% on the final assessment, or a score of 85 on the regents

**It should be noted that the same measure will be used exclusively for each grade level, as well as by discipline where applicable

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

Evidence indicates exceptional student learning gains across SLOs, including special populations. Expectations described in SLOs are well above District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

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.

District developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across a grade level or subject.

Twenty points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile (SGP) on state assessments in English Language Arts and/or Mathematics in grades four through grade 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and Mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. The points will be assigned based upon the percentage of students meeting the agreed upon target. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the duration of the course - a year or other timeframe where applicable. The SLO must be specific and measurable, based on available prior student learning data, and aligned to the Common Core, state, or national standards, as well as any other school or District priorities.

The District-approved Student Learning Objective (SLO) template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to his/her immediate administrative supervisor for review by October 5. The supervisor will work with the teacher to ensure that the SLO is rigorous and comparable.

The SLO process to be used in the District shall consist of a pre-test administered at the beginning of the course or academic year and a post-test or a final examination/Regents will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change the testing dates/times as needed.

After the pre-test is administered and scored, the teacher, with approval by administration, will be able to choose from the following options to meet the district's minimum growth expectations when determining how student growth targets will be set:

- The teacher may choose a uniform increment that he/she sets for the students for growth over the duration of the course
- The teacher may choose to set individual growth targets for each student based on available data and collaboration
- The teacher may set a growth to mastery target.

Mastery being defined as a Level 4 or 85% on the assessment.
**It should be noted that the same measure will be used

exclusively for each grade level, as well as by discipline where applicable

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

Evidence indicates exceptional student learning gains across SLOs, including special populations. Expectations described in SLOs are well above District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

- 20 (96-100%)
- 19 (91-95%)
- 18 (85-90%)

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

Evidence indicates significant student learning gains across SLOs, including special populations. Expectations described in SLOs meet District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

- 17 (82-84%)
- 16 (80-81%)
- 15 (78-79%)
- 14 (76-77%)
- 13 (74-75%)
- 12 (72-73%)
- 11 (70-71%)
- 10 (68-69%)
- 9 (65-67%)

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

Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but overall results are below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

- 8 (63-64%)
- 7 (60-62%)
- 6 (57-59%)
- 5 (54-56%)
- 4 (52-53%)
- 3 (50-51%)

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

Evidence indicates little or no student learning gains across SLOs. Expectations described in SLOs are not met. Results are well below District expectations. Points are assigned based upon the percentage of students meeting the agreed upon target.

- 2 (36-49%)
- 1 (21-35%)
- 0 (0-20%)

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/5364/141188-TXEttx9bQW/slo_template_1.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.

The District will not use any special considerations in setting targets for Comparable Growth Measures

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

3. Local Measures (Teachers)

Created Monday, June 11, 2012

Updated Friday, December 28, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 4 ELA Summative Assessment
5	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 5 ELA Summative Assessment

6	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 6 ELA Summative Assessment
7	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 7 ELA Summative Assessment
8	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 8 ELA Summative Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For the 2012-2013 school year, the measures of student achievement upon which, by law, 15 percent of a teacher's composite effectiveness score must be based, shall be determined by an achievement target which has been set by the district. The district target establishes that all students will achieve a 65% or better on the locally developed assessment. Points will be assigned based upon students meeting or exceeding the target and a value expressed as a number between 0-15 will be acquired. Middleburgh CSD developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-84% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-64% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-49% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 4 Mathematics Summative Assessment

5	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 5 Mathematics Summative Assessment
6	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 6 Mathematics Summative Assessment
7	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 7 Mathematics Summative Assessment
8	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 8 Mathematics Summative Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For the 2012-2013 school year, the measures of student achievement upon which, by law, 15 percent of a teacher's composite effectiveness score must be based, shall be determined by an achievement target which has been set by the district. The district target establishes that all students will achieve a 65% or better on the locally developed assessment. Points will be assigned based upon students meeting or exceeding the target and a value expressed as a number between 0-15 will be acquired. Middleburgh CSD developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-84% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-64% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-49% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Middleburgh CSD developed grade K ELA Summative Assessment
1	5) District, regional, or BOCES-developed assessments	Middleburgh CSD developed grade 1 ELA Summative Assessment
2	5) District, regional, or BOCES-developed assessments	Middleburgh CSD developed grade 2 ELA Summative Assessment
3	5) District, regional, or BOCES-developed assessments	Middleburgh CSD developed grade 3 ELA Summative Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-2013 school year, the measures of student achievement upon which, by law, 20 percent of a teacher's composite effectiveness score must be based, shall be determined by an achievement target which has been set by the district. The district target establishes that all students will achieve a 65% or better on the locally developed assessment. Points will be assigned based upon students meeting or exceeding the target and a value expressed as a number between 0-20 will be acquired. Middleburgh CSD developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-84% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-64% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	0%-49% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher

for grade/subject.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade K Mathematics Summative Assessment
1	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 1 Mathematics Summative Assessment
2	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 2 Mathematics Summative Assessment
3	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed grade 3 Mathematics Summative Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-2013 school year, the measures of student achievement upon which, by law, 20 percent of a teacher’s composite effectiveness score must be based, shall be determined by an achievement target which has been set by the district. The district target establishes that all students will achieve a 65% or better on the locally developed assessment. Points will be assigned based upon students meeting or exceeding the target and a value expressed as a number between 0-20 will be acquired. Middleburgh CSD developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-84% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-64% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	0%-49% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher

for grade/subject.

3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-2013 school year, the measures of student achievement upon which, by law, 20 percent of a teacher’s composite effectiveness score must be based, shall be determined by an achievement target which has been set by the district. The district target establishes that all students will achieve a 65% or better on the locally developed assessment. Points will be assigned based upon students meeting or exceeding the target and a value expressed as a number between 0-20 will be acquired. Middleburgh CSD developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-84% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-64% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-49% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-2013 school year, the measures of student achievement upon which, by law, 20 percent of a teacher's composite effectiveness score must be based, shall be determined by an achievement target which has been set by the district. The district target establishes that all students will achieve a 65% or better on the locally developed assessment. Points will be assigned based upon students meeting or exceeding the target and a value expressed as a number between 0-20 will be acquired. Middleburgh CSD developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-84% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-64% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-49% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed Global I Summative Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed Global II Summative Assessment
American History	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed American History Summative Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-2013 school year, the measures of student achievement upon which, by law, 20 percent of a teacher's composite effectiveness score must be based, shall be determined by an achievement target which has been set by the district. The district target establishes that all students will achieve a 65% or better on the locally developed assessment. Points will be assigned based upon students meeting or exceeding the target and a value expressed as a number between 0-20 will be acquired. Middleburgh CSD developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-84% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-64% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-49% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed Living Environment Summative Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed Earth Science Summative Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed Chemistry Summative Assessment
Physics	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed Physics Summative Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-2013 school year, the measures of student achievement upon which, by law, 20 percent of a teacher’s composite effectiveness score must be based, shall be determined by an achievement target which has been set by the district. The district target establishes that all students will achieve a 65% or better on the locally developed assessment. Points will be assigned based upon students meeting or exceeding the target and a value expressed as a number between 0-20 will be acquired. Middleburgh CSD developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-84% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-64% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-49% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed Algebra Summative Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed Geometry Summative Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Middleburgh CSD developed Trigonometry Summative Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-2013 school year, the measures of student achievement upon which, by law, 20 percent of a teacher's composite effectiveness score must be based, shall be determined by an achievement target which has been set by the district. The district target establishes that all students will achieve a 65% or better on the locally developed assessment. Points will be assigned based upon students meeting or exceeding the target and a value expressed as a number between 0-20 will be acquired. Middleburgh CSD developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-84% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-64% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-49% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher

3.11) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012-2013 school year, the measures of student achievement upon which, by law, 20 percent of a teacher's composite effectiveness score must be based, shall be determined by an achievement target which has been set by the district. The district target establishes that all students will achieve a 65% or better on the locally developed assessment. Points will be assigned based upon students meeting or exceeding the target and a value expressed as a number between 0-20 will be acquired. Middleburgh CSD developed assessments will be rigorous, comparable across classrooms and the same common assessments will be used across all grades and/or subjects
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-84% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-64% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-49% of a teacher's students will pass the District-wide assessment with a grade of 65% or higher

3.12) All Other Courses

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.

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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.

There are no adjustments, controls, or special considerations that will be used to set targets for local measures.

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.

If a teacher is required to have more than one measure, each measure will earn a score from 0-20 points based upon the number of students meeting the target in each measure. The district's process for combining multiple locally selected measures will be to average them weighting each measure proportionately based upon the number of students included in each measure. This will provide for one overall component score between 0-20. We will round to the nearest whole number.

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 Monday, June 11, 2012
Updated Tuesday, June 25, 2013

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Observations

Both Probationary and Tenured teachers will be evaluated using NYSUT's Teacher Practice Rubric (Appendix II) aligned with the seven NYS Teaching Standards:

- Standard 1: Knowledge of Students and Student Learning
- Standard 2: Knowledge of Content and Instructional Planning
- Standard 3: Instructional Practice
- Standard 4: Learning Environment
- Standard 5: Assessment for Student Learning
- Standard 6: Professional Responsibilities and Collaboration

Standard 7: Professional Growth

Any administrator or supervisor who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and certified as required by Education Law 3012-c and the implementing regulations of the Commissioner of Education prior to conducting such evaluation. Any evaluation or APPR rating that is determined in whole or in part by an administrator who is not fully trained and certified (upon affirmative determination of the Appeals Committee), to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

All professional staff subject to the district APPR will be provided with training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS teaching standards, reporting forms and the procedures to be followed consistent with the approved APPR and associated contractual provisions. All training will be conducted prior to the implementation of the APPR process for the current staff. Training will be conducted within 10 calendar days of the beginning of each subsequent school year for newly hired staff.

Informal Observations - unannounced

All teachers will be informally observed a minimum of once each school year. All informal observations will be based on an area of focus determined by the Superintendent, reflecting the educational goals for the school year. All informal observations will be recorded using Form 5. All informal observations will be a minimum of fifteen (15) minutes. A TIP may not be initiated on the basis of an informal observation. A copy of the informal observation will be returned to the teacher within three (3) school days.

Formal Observations

Probationary Teachers

Prior to a formal, announced observation, the probationary teacher and administrative supervisor will conduct a pre-observation conference using Form 2. This conference will take place no more than one week before the observation and no later than one day prior to the observation. The observation will be conducted using Form 3.

After a reasonable amount of time (no more than three days) the probationary teacher and immediate administrative supervisor will meet to discuss the outcome of the observation and conduct a review of student work (Form 4). The professional learning plan of the probationary teacher may be amended at this time if necessary. A summative evaluation (Form 6) will be completed by the administrative supervisor at this time.

Regardless of the number of formal observations conducted during a school year, only the two with the greatest inter-rater reliability may be used in determining the Professional Practice Score of the probationary teacher and each formal observation will be given equal weight.

Tenured Teachers

Beginning in November immediate administrative supervisors will conduct a minimum of one classroom observation prior to February 1.

Prior to the formal, announced observation, the teacher and immediate administrative supervisor will conduct a pre-observation conference using Form 2. This conference will take place no more than one week before the observation and no later than one day prior to the observation. The observation will be conducted using Form 3.

After a reasonable amount of time (defined in 7.1.2) the teacher and immediate administrative supervisor will meet to discuss the outcome of the observation and conduct a review of student work (Form 4). A summative evaluation (Form 6) will be completed by the immediate administrative supervisor at this time.

A second observation of tenured teachers shall take place no sooner than two weeks after a post-observation conference, but no later than May 20. The teacher may request this observation be conducted by a mutually agreed upon administrative supervisor or by peer review.

Regardless of the number of formal observations conducted during a school year, only the most recent formal observation may be used in determining the Professional Practice Score of the teacher.

After reviewing notes and evidence for each assessed indicator and discussion with the teacher, the administrator will enter a number (1-4) to reflect the value of the teacher's performance on each assessed indicator. For the purposes of scoring the rubric, point values are assigned as follows:

Highly effective = 4

Effective = 3

Developing = 2

Ineffective = 1

The administrator will then record the values on the Calculating the Score of Professional Practice Summative sheet (see attached). For each of the seven NYS Teaching Standards, the administrator will total the values for each indicator assessed and then divide by the number of indicators assessed. The quotient will reflect the total standard score for the NYS Teaching Standard. After computing the standard score for each of the seven NYS Teaching Standards, the values will be transferred to the Assessment of Practice (see p. 2 of

attached). The administrator will subtotal the standard scores for the seven NYS Teaching Standards, then divide by 7. The quotient is the total score for professional practice. The total score is then converted to a 0-60 composite score.

Highly Effective 3.6 - 4.0

Effective - 2.7 - 3.5

Developing - 1.7- 2.6

Ineffective - 1.0-1.6

**Any score that falls between a percentage range will be rounded using standard rounding rules

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/5091/141248-eka9yMJ855/Copy of rubric -r (1 6) 60pt scale.xlsx

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.

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>Teachers earning a weighted average rubric score of 3.6 - 4.0 will be assigned a rubric composite score of 59 - 60 and be rated as Highly Effective. See attached table</p> <p>4.0 60.0 points 3.9 59.75 points 3.8 59.5 points 3.7 59.25 points 3.6 59.0 points</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>Teachers earning a weighted average rubric score of 2.7 - 3.5 will be assigned a rubric composite score of 57.0 - 58.0 and be rated as Effective. See attached table</p> <p>3.5 58.0 points 3.4 57.88 points 3.3 57.75 points 3.2 57.63 points 3.1 57.5 points 3.0 57.38 points 2.9 57.25 points 2.8 57.13 points 2.7 57.0 points</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>Teachers earning a weighted average rubric score of 1.7- 2.6 will be assigned a rubric composite score of 50.0 - 56.0 and be rated as Developing. See attached table</p> <p>2.6 56.0 points 2.5 55.33 points 2.4 54.67 points 2.3 54.0 points 2.2 53.33 points 2.1 52.67 points 2.0 52.0 points 1.9 51.33 points 1.8 50.67 points 1.7 50.0 points</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>Teachers earning a weighted average rubric score of 1.0 - 1.6 will be assigned a rubric composite score of 0- 49.0 and be rated as Developing. See attached table</p> <p>1.6 49.0 points 1.588 48.0 points</p>

1.576 47.0 points
 1.563 46.0 points
 1.551 45.0 points
 1.539 44.0 points
 1.527 43.0 points
 1.514 42.0 points
 1.502 41.0 points
 1.4905 40.0 points
 1.478 39.0 points
 1.465 38.0 points
 1.453 37.0 points
 1.441 36.0 points
 1.429 35.0 points
 1.416 34.0 points
 1.404 33.0 points
 1.392 32.0 points
 1.380 31.0 points
 1.367 30.0 points
 1.355 29.0 points
 1.343 28.0 points
 1.331 27.0 points
 1.318 26.0 points
 1.306 25.0 points
 1.294 24.0 points
 1.282 23.0 points
 1.269 22.0 points
 1.257 21.0 points
 1.245 20.0 points
 1.233 19.0 points
 1.220 18.0 points
 1.208 17.0 points
 1.196 16.0 points
 1.184 15.0 points
 1.171 14.0 points
 1.159 13.0 points
 1.147 12.0 points
 1.135 11.0 points
 1.122 10.0 points
 1.110 9.0 points
 1.098 8.0 points
 1.086 7.0 points
 1.073 6.0 points
 1.061 5.0 points
 1.049 4.0 points
 1.037 3.0 points
 1.024 2.0 points
 1.012 1.0 points
 1.0 0 points

Provide the ranges for the 60-point scoring bands.

Highly Effective	59.0 - 60.0
Effective	57.0 - 58.0
Developing	50.0 - 56.0
Ineffective	0 - 49.0

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, June 11, 2012

Updated Monday, June 17, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59.0 - 60.0
Effective	57.0 - 58.0
Developing	50.0 - 56.0
Ineffective	0 - 49.0

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, November 13, 2012
Updated Thursday, November 29, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/231516-Df0w3Xx5v6/MSCDTIP_1.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Appeals Process

The parties agree that the process to be used for the annual evaluation and performance review will be the procedures outlined in the "Professional Development and Teacher Evaluation" document. In the event that a teacher disagrees with the content of the annual teacher summation, that teacher may submit a written rebuttal that will be attached to the APPR in the member's file. Probationary teachers may not appeal the APPR. A tenured teacher who receives an "ineffective" or "developing" rating may appeal the rating of

the APPR. The appeal must be submitted in writing to the Appeals Panel within ten (10) school days of the issuance of the APPR. The Appeals Panel shall consist of the Superintendent, or designee, the immediate administrative supervisor, Association President or designee, one teacher appointed by the Association, and one individual mutually agreed upon by the Superintendent and Association President. If an agreement on the fifth panel member cannot be reached, the Appeals Panel will move forward with four members. The evaluation will be upheld, revoked or revised as determined by a majority of the committee. If a majority is not reached, a new observation and a re-evaluation of student work will be completed by the Superintendent or designee (Evaluator cannot have formally observed the teacher previously). This review, and resultant determination, will be completed within thirty (30) days. The teacher may rebut this review in writing, but may not appeal the substance of the review. The determination of the appeal pursuant to the above process is final and binding.

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.

TRAINING OF EVALUATORS AND LEAD EVALUATORS

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. The Lead Evaluator for all current teachers subject to this plan will be his/her immediate building supervisor /the Superintendent of Schools. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. All Lead Evaluators/Evaluators will be appropriately trained and certified by September 1st of each school year or thirty (30) days after appointment.

The superintendent will ensure that all evaluators have been trained and certified in accordance with regulation. Evaluators/Lead Evaluators will be trained by the Capital Region BOCES or through other qualified trainers as determined by the Superintendent. Evaluators will receive a minimum of forty(40) hours of training conducted by credentialed personnel. The district will ensure that all evaluators/lead evaluators are properly trained and certified to complete an individual's performance review. Evaluator/lead evaluator training will replicate the recommended SED model certification process per Education Law § 3012-c regulations.

- New York State Learning Standards*
- Evidence-based observation methods*
- Application and use of Student Growth Percentile and Value Added Growth Model data*
- Application and use of any assessment tools used to evaluate teachers*
- Use of Statewide Instructional Reporting System*
- Scoring methodology used to evaluate teachers*

Upon successful completion of appropriate training, the District will consider the Evaluators/Lead Evaluators certified. Upon completion, the Superintendent of Schools shall notify all certified evaluators of their status. A copy of such certification will be placed in each evaluator's personnel file. All records pertaining to certification of evaluators will be maintained by the superintendent.

Lead evaluators will receive forty(40) hours of training conducted by properly credentialed personnel to maintain inter-rater reliability. The superintendent will ensure that principal evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team, as well as credential NYSUT trainers, will be utilized to provide the principal evaluator training and recertification.

The Board of Education, upon presentation of evidence that an evaluator/lead evaluator has satisfactorily completed appropriate evaluator training as detailed above shall certify the evaluator/lead evaluator as qualified to conduct Annual Professional Performance Review evaluations. The Board of Education shall review and recertify evaluators/lead evaluators on an annual basis.

Any evaluation or APPR rating that is determined in part or whole by an administrator who is not fully trained and certified by the end of the school year in which the APPR rating was completed shall upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the principal's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of a principal evaluator for an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

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	Checked
---	---------

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.	
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, June 11, 2012

Updated Friday, December 21, 2012

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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.	Points are expected to be assigned by the State growth scores as they apply to all of our principals
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	State growth score
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	State growth score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	State growth score
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	State growth score

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, November 13, 2012

Updated Monday, July 01, 2013

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
PK-5	(d) measures used by district for teacher evaluation	MCSD Developed: PK-5 ELA Assessment
6-8	(d) measures used by district for teacher evaluation	MCSD Developed: 6-8 ELA Assessment
9-12	(d) measures used by district for teacher evaluation	MCSD Developed: 9-12 ELA Assessment

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.	<p>The 15 points for locally selected measures of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and superintendent. The plan developed shall include:</p> <ul style="list-style-type: none"> *approved assessment measures *expectations will be set and *how points will be earned regarding achievement in relation to the targets <p>LATs will be consistent with established district goals. The superintendent shall verify comparability and rigor in the utilization of this achievement target-setting process as required by regulation. For all measures, the cohort of students utilized shall only include students continuously enrolled from BEDS Day to June 15th annually.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>85% or better of the students will meet or exceed the targets on the District-wide assessment</p> <p>91 - 100% 15 points</p> <p>85 - 90% 14 points</p>

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% or better of the students will meet or exceed the targets on the District-wide assessment 81 - 84% 13 points 77 - 80% 12 points 74 - 76% 11 points 71 - 73% 10 points 68 - 70% 9 points 65 - 67% 8 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% or better of the students will meet or exceed the targets on the District-wide assessment 62 - 64% 7 points 59 - 61% 6 points 56 - 58% 5 points 53 - 55% 4 points 50 - 52% 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of the students will meet or exceed the targets on the District-wide assessment 25- 49% 2 points 0 - 24% 1 point

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/5366/231555-qBFVOWF7fC/20 and 15 point conversion.doc

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

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.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, November 13, 2012

Updated Wednesday, July 03, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The District shall use the Multi-Dimensional Principal Performance Rubric with 31 sub-components of domains I through VI for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. The superintendent's assessment will be based on observations, visitations, and conferences with the principal. The superintendent will complete at least two observations for tenured principals and three visits for non-tenured principals of 30 minutes or more within the school, while in session. One observation will be mutually agreed upon between the superintendent and principal, and one (two for non-tenured) observation will be unannounced. Visits are to be completed no later than April 1st.

The three additional sources of information for the superintendent's consideration in utilizing the rubric shall be:

*A portfolio of school documents and/or the school building report with information related to components of the rubric. The portfolio shall be provided to the superintendent by June 1st.

*The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management:

*The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than December 1st, including identification of actions to be taken to address components and district resources to be made available to the principal and building.

*No later than June 30th, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.

*The principal's self-analysis on the rubric for the superintendent's consideration and discussion.

There are six domains in the Multi-Dimensional Principal Performance Rubric. Each of the six domains of the rubric are rated HEDI by the superintendent. Observations and the three sources of information cited above are considered when the evaluator is rating each domain. The six domain ratings are then weighted to a 90 point raw score scale utilizing the following conversion: # of H ratings X 15 plus the number of E ratings X 10 plus the number of D ratings X 5 plus the number of I ratings times 0. Add raw score to get the HEDI rating based upon 90 points. The HEDI rating points are then converted to a 60 point scale as follows: Ineffective, 0-22 HEDI rating points, scaled score 0-54 points, Developing, 23-48 rating points, scaled score 55-56 points, Effective 49-69 rating points, scaled score 57-58 points and Highly Effective, 70-90 rating points, scaled score 59-60 points

**Any score that falls between a percentage range will be rounded using standard rounding rules

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/5143/231531-pMADJ4gk6R/Admin APPR - 60 points- rev_1.docx

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.

<p>Highly Effective: Overall performance and results exceed standards.</p>	<p>The level of performance required for Highly Effective in each category is based upon the descriptions in the MPPR Rubric in each category listed under Highly Effective. A score is calculated for each domain. The scores are combined for a raw score and then converted to a scale score. A total score of 59-60 is highly effective. See Attached 80-90 60 points 70-79 59 points **Any score that falls between a percentage range will be rounded using standard rounding rules</p>
<p>Effective: Overall performance and results meet standards.</p>	<p>The level of performance required for Highly Effective in each category is based upon the descriptions in the MPPR Rubric in each category listed under Highly Effective. A score is calculated for each domain. Th scores are combined for a raw score and then converted to a scale score. A total score of 57-58 is effectvie. 59 - 69 58 points 49-58 57 points **Any score that falls between a percentage range will be rounded using standard rounding rules</p>
<p>Developing: Overall performance and results need improvement in order to meet standards.</p>	<p>The level of performance required for Highly Effective in each category is based upon the descriptions in the MPPR Rubric in each category listed under Highly Effective. A score is calculated for each domain. The scores are combined for a raw score and then converted to a scale score. A total score of 55-56 is developing. See Attached 37-48 56 points 23-36 55 points **Any score that falls between a percentage range will be rounded using standard rounding rules</p>
<p>Ineffective: Overall performance and results do not meet standards.</p>	<p>The level of performance required for Highly Effective in each category is based upon the descriptions in the MPPR Rubric in each category listed under Highly Effective. A score is calculated for each domain. The scores are combined for a raw score and then converted to a scale score. A total score of 0-54 is ineffectvie. See Attached 21-22 53.53-54.4 16-20 47.38-52.3 11-15 41.23-46.15 points 6-10 24.75-40 points 1-5 4.75-20 points 0 0 points **Any score that falls between a percentage range will be rounded using standard rounding rules</p>

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58

Developing	55-56
Ineffective	0-54

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, November 13, 2012

Updated Tuesday, November 27, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, June 11, 2012

Updated Friday, December 21, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/141272-Df0w3Xx5v6/MCSDPIP.pdf>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The purpose of the APPR appeal process is to foster and nurture growth of the principal in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. Appeals are reserved for tenured principals.

CHALLENGES IN AN APPEAL:

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

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

RATINGS THAT MAY BE APPEALED:

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

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

BURDEN OF PROOF

The principal bears the burden of proving by substantial evidence the merits of his/ her appeal.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing to the superintendent or his/her designee. The act of mailing, or faxing, the appeal shall constitute filing. The District assures that the appeal process will be timely and expeditious in accordance with Education Law 3012-c.

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

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

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

TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the district, and all additional information submitted with the response, at the same time the district files its response. Material not submitted at the time of the response filing will not be considered in deliberations related to the appeal.

DECISION PROCESS FOR APPEAL

The decision will be rendered by a three person review panel for an appeal concerning a principal's performance review. The panel will be comprised of one administrator appointed by the Middleburgh Administrators' Association, a district-level (non-MAA) administrator appointed by the superintendent and a third party mutually agreed upon by the MAA and the superintendent. To determine the third party, the MAA and the Superintendent will submit a list of three individuals of their choice. If there is a common individual on the two lists, that person will be selected. If there is no common individual on the two lists, each side will rank order the six individuals (1 indicating the highest preference) and the person with the lowest combined score will be selected. The panel shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his/her appeal.

The decision of the panel shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the panel shall not be subject to any further appeal.

Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within fifteen (15) calendar days of the alleged failure of the District to comply with such requirements.

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.

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.

Evaluator and Lead Evaluator Staff Training

The superintendent will ensure that all evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team principal evaluator training and certification, in addition to NYSUT credentialed trainings. Evaluators will receive a minimum of forty(40) hours of training conducted by credentialed personnel. The district will ensure that all evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will replicate the recommended SED model certification process per Education Law § 3012-c regulations. This training will include the following elements:

- New York State Teaching Standards*
- Evidence-based observation methods*
- Application and use of Student Growth Percentile and Value Added Growth Model data*
- Application and use of the NYSUT teacher rubric*
- Use of Statewide Instructional Reporting System*
- Scoring methodology used to evaluate teachers and principals*

Principal evaluator training will include training on the Interstate School Leaders Licensure Consortium (ISLLC) Standards which include:

- An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship; of a vision of learning that is shared and supported by all stakeholders;*
- An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;*
- An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;*
- *An education leader promotes the success of every student by collaborating with faculty, community members, responding to diverse community interests and needs, and mobilizing community resources;*
- *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner; and*
- *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Lead evaluators will receive forty(40) hours of training conducted by properly credentialed personnel to maintain inter-rater reliability. The superintendent will ensure that principal evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team, as well as credential NYSUT trainers, will be utilized to provide the principal evaluator training and recertification.

The Board of Education, upon presentation of evidence that an evaluator/lead evaluator has satisfactorily completed appropriate evaluator training as detailed above shall certify the evaluator/lead evaluator as qualified to conduct Annual Professional Performance Review evaluations. The Board of Education shall review and recertify evaluators/lead evaluators on an annual basis.

Any evaluation or APPR rating that is determined in part or whole by an administrator who is not fully trained and certified by the end of the school year in which the APPR rating was completed shall upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the principal's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of a principal evaluator for an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

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	Checked
---	---------

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, November 13, 2012

Updated Wednesday, July 24, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/231545-3Uqgn5g9Iu/appr-signatures-r.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.

Middleburgh Central School

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:

Population

These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)

Learning Content

What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?

Interval of Instructional Time

What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?

Evidence

What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.

Baseline

What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																				
HEDI Scoring	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	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%
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

**Annual Professional Performance Review
(APPR)
Principal Evaluation Agreement
Between the
Middleburgh Central School Administrators' Association
and the
Middleburgh Central School District
Effective November 20, 2012-June 30, 2013**

Introduction

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for classroom teachers and building principals. The Board of Education shall adopt a plan which may be a multi-year plan, for the annual professional performance review of teachers providing instructional services and building principals. The Middleburgh Central School District has determined that the Teacher and Principal Evaluation Process will be reviewed annually and presented to the BOE for approval at its annual re-organization meeting.

Statement of Purpose

The overarching goal of the principal evaluation system is to promote student learning and improve teaching and professional practice. The APPR encourages professional growth and development through a process that is based on current research on best practice and aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. It assures a common language and common expectations among all teachers, principals and evaluators.

Process

SECTION I: GENERAL AGREEMENT

APPR Addendum to the collective bargaining agreement between the Middleburgh Central School Administrators' Association and the Middleburgh Central School District

Whereas the parties above are obligated to negotiate APPR provisions for principals consistent with Education Law 3012-c and subsequent NYSED regulation, they hereby agree to the following:

1. **Application:**

- This provision shall apply only to the title of principal.
- This provision shall sunset on June 30, 2013 with implementation to begin on November 15, 2012
- Should the law (3012-c) of 2012, the corresponding regulations or NYSED guidance regarding 3012-c change from what was in place at the time of this agreement, the agreement shall be renegotiated to be consistent with further changes in law, regulation or NYSED guidance.
- For evaluations in 2012-13 done under this agreement, no ineffective rating shall be utilized in the expedited 3020-a process outlined in 3012-c.

2. The superintendent shall be the lead evaluator for principals.

3. **Student Growth Measures:** The 20 or 25 points for student growth measures shall be the state provided score. Where there is no state score generated, the principal shall develop Student Learning Objectives (SLO) for approval by the superintendent for the 20 points comparable measure. They shall be developed by December 15th. The superintendent shall meet with the principals and provide the decision on approval within 5 days of submission by the principal.

4. **Locally Selected Measures of Student Achievement:** The 15 or 20 points for locally selected measures of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and superintendent. The plan developed shall include:

- approved assessment measures
- expectations will be set and
- how points will be earned regarding achievement in relation to the targets

LATs will be consistent with established district goals. The superintendent shall verify comparability and rigor in the utilization of this achievement target-setting process as required by regulation. For all measures, the cohort of students utilized shall only include students continuously enrolled from BEDS Day to June 15th annually.

5. **Measures of Leadership and Management:** The district shall utilize the LCI Multidimensional Principal Performance Rubric for principal evaluation as the basis for the 60 “Other” points allocated to measures of leadership and management. The superintendent’s assessment will be based on observations, visitations, and conferences with the principal. The superintendent will complete at least two observations for tenured principals and three visits for non-tenured principals of 30 minutes or more within the school, while in session. One observation will be mutually agreed upon between the superintendent and principal, and one (two for non-tenured) observation will be unannounced. Visits are to be completed no later than April 1st. See below for additional timeline information.

The three additional sources of information for the superintendent’s consideration in utilizing the rubric shall be:

- A portfolio of school documents and/or the school building report with information related to components of the rubric. The portfolio shall be provided to the superintendent by June 1st.
- The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management:
 - The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than December 1st, including identification of actions to be taken to address components and district resources to be made available to the principal and building.
 - No later than June 30th, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.
 - The principal’s self-analysis on the rubric for the superintendent’s consideration and discussion.

The overall Performance Level for the 60 points will follow the rubric below:

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

Timeline:

- The principals will submit Student Learning Objectives (SLOs) for Student Growth by December 7th.
- The superintendent will hold an initial meeting with the principal to discuss SLOs and Goal Setting by December 14th.
- The superintendent will complete the first observation by January 30th.
- A mid-year review will be held between the superintendent and the principal between February 15th and March 15th. After which, the principal will have 5 days to submit any additional evidence.
- The principal may request another review in April.
- The superintendent will complete the second (and third) observation(s) by June 1st.
- The superintendent will complete a final evaluation meeting between June 30th and July 15th. The principal will have 5 days after this meeting to submit any additional evidence.
- Principals will be given their completed evaluation and rating no later than September 1st.

6. Evaluator and Staff Training

The superintendent will ensure that all evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team principal evaluator training and certification in accordance with SED procedures and processes. Principal evaluator training will include training on the Interstate School Leaders Licensure Consortium (ISLLC) Standards which include:

- An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship; of a vision of learning that is shared and supported by all stakeholders;
- An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;

- An education leader promotes the success of every student by collaborating with faculty, community members, responding to diverse community interests and needs, and mobilizing community resources;
- An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner; and
- An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

The superintendent will ensure that principal evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the principal evaluator training and recertification.

Any evaluation or APPR rating that is determined in part or whole by an administrator who is not fully trained and certified by the end of the school year in which the APPR rating was completed shall upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the principal’s record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of a principal evaluator for an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

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

Performance Level	Achievement Growth Measures	Local assessment of growth or achievement	Other Measures (principal 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 of student learning standards for grade/subject.	Overall performance and results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet 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	Overall performance and results need improvement in order to meet standards.

		achievement of student learning standards for grade/subject.	
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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

(SEE SECTION II)

8. Final evaluations shall be provided to principals no later than September 1 annually. Scores and ratings on Locally Selected Measures of Achievement and the "Other Measures" of Effectiveness shall be provided no later than June 30 annually. If data for the Locally Selected Measures of Achievement is not available by June 30, that score and rating shall be provided within 10 business days of achievement results being received.(SEE SECTION II and SECTION III).
9. Improvement plans for principals with developing or ineffective ratings shall be according to the attached format and process. Such plans shall be mutually agreed upon within 10 school days at the beginning of the year on an annual basis. (SEE SECTION IV)
10. An appeal of a principal's evaluation shall be only for ineffective and developing ratings. The reasons for appeal shall be those identified in 3012-c. The attached 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. (SEE SECTION V)
11. That the parties agree to enter into negotiations for a successor addendum no later than May 1, 2013.

Association President

Date

Superintendent

Date

SECTION II: OVERALL EVALUATION SUMMARY

Middleburgh Central School District

Principal Annual Professional Performance Review Summary

Principal's Name _____

Position/Site _____

School Year _____

Evaluator's Name _____

Evaluator's visit dates _____

Date of Evaluation _____

Evaluation Component	Points Range (check one in each of 1st 2 boxes)	Points Earned	HEDI RATING	Comments
State (or comparable) Student Achievement Growth Score	____ 0 – 20 or ____ 0 – 25			
Locally Selected measures of student achievement score	____ 0 – 20 or ____ 0 – 15			
Other Measures of Performance: Supervisor's Assessment of Leadership and Management: LCI Multidimensional Rubric	0-60			
Overall Total Points	0-100			

HESD Composite Scale - 2012-13	
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

APPR Overall Rating (HEDI): _____

Supervisor's Signature and date _____

Principal's Signature and date _____

Section III: "OTHER" MEASURES of EFFECTIVENESS (60 points)

In order to determine a principal's score on the rubric, each of the six domains of the rubric are rated HEDI by the supervisor. Site visits and other negotiated sources of evidence should be considered when the evaluator is rating each domain.

SHARED VISION OF LEARNING	H	E	D	I
SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM	H	E	D	I
SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT	H	E	D	I
COMMUNITY	H	E	D	I
INTEGRITY, FAIRNESS, ETHICS	H	E	D	I
POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT	H	E	D	I

Number of ratings given:	Multiplier (based on 6 domains)	HEDI Points Earned:
H – 4.0	X 15	
E – 3.0	X 10	
D – 2.0	X 5	
I – 1.0	X 0	
Total Points for ratings on 6 domains		(out of 90)

Conversion to 60 points

HEDI RATINGS POINTS	Other Measures Points/60	Other Measure Rating
80-90	60	H
70-79	59	
59-69	58	E
49-58	57	
37-48	56	D
23-36	55	
10-22	40 – 54	I
5-9	20 – 39	
0	0 - 19	

SECTION IV: IMPROVEMENT PLAN

Middleburgh Central School District Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and implemented no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1st and December 15th and the second between March 1st and March 15th. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency (ies) resulting in the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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.

SECTION V: APPEAL PROCESS
Middleburgh Central School District
Principal APPR Appeal Process

The purpose of the APPR appeal process is to foster and nurture growth of the principal in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. Appeals are reserved for tenured principals.

CHALLENGES IN AN APPEAL:

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1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews;
3. The adherence to the Commissioner's regulations, as applicable to such reviews;
4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
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RATINGS THAT MAY BE APPEALED:

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BURDEN OF PROOF

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TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing to the superintendent or his/her designee. The act of mailing, or faxing, the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives his/her final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan

shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

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

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

TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the district, and all additional information submitted with the response, at the same time the district files its response. Material not submitted at the time of the response filing will not be considered in deliberations related to the appeal.

DECISION PROCESS FOR APPEAL

The decision will be rendered by a three person review panel for an appeal concerning a principal's performance review. The panel will be comprised of one administrator appointed by the Middleburgh Administrators' Association, a district-level (non-MAA) administrator appointed by the superintendent and a third party mutually agreed upon by the MAA and the superintendent. To determine the third party, the MAA and the Superintendent will submit a list of three individuals of their choice. If there is a common individual on the two lists, that person will be selected. If there is no common individual on the two lists, each side will rank order the six individuals (1 indicating the highest preference) and the person with the lowest combined score will be selected. The panel shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his/her appeal.

The decision of the panel shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the panel shall not be subject to any further appeal.

Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within fifteen (15) calendar days of the alleged failure of the District to comply with such requirements.

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.



Appendix I

Middleburgh Central School District

Professional Development
and
Annual Professional Performance Review
(APPR)

2012 Edition

INTRODUCTION

The Board of Education of the Middleburgh Central School District (the "District"), in public session at its meeting of August 29, 2012, adopts this Annual Professional Performance Review Plan (the "APPR Plan") for the 2012 – 2013 school year pursuant to the requirements of Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

This Plan shall be in effect for the 2012 – 2013 school year. The Plan will be continually amended as additional information from the State of New York is forthcoming, and/or as items are determined or negotiated pursuant to relevant New York State Law and regulations.

AVAILABILITY OF DISTRICT'S APPR PLAN

The District will file the APPR Plan in the District Office and make the APPR Plan publicly available on its website by September 10th of each year, or within 10 days of the APPR Plan's adoption, whichever is later. Any required certifications shall be filed and maintained with the Plan. Upon approval by the Board of Education, the Board clerk will file a hard copy of the approved Plan for public review and inspection in the Office of the Superintendent of Schools, during normal and customary business hours. In addition, upon approval by the Board of Education, the Board clerk will arrange to have the approved plan posted on the District's website, <http://www.middleburghcsd.org>.

OUR MISSION AND GOALS

NEW YORK STATE EDUCATION DEPARTMENT MISSION: To raise the knowledge , skill, and opportunity of all the people of New York.

REGENTS GOALS:

1. All students will meet high standards for academic performance and personal behavior and demonstrate the knowledge and skills required by a dynamic world.
2. All educational institutions will meet Regents high performance standards.
3. The public will be served by qualified, ethical professionals who remain current with best practice in their fields and reflect the diversity of New York State.
4. Education, information, and cultural resources will be available and accessible to all people.
5. Resources under our care will be used or maintained in the public interest.
6. Our work environment will meet high standards.

MIDDLEBURGH CENTRAL SCHOOL MISSION STATEMENT: *It is the mission of the Middleburgh Central School District to be a productive and responsible learning community, where all are inspired to achieve excellence.*

PROFESSIONAL DEVELOPMENT AND TEACHER EVALUATION

PHILOSOPHY

The goal of professional development and teacher evaluation in the Middleburgh Central School District is to provide opportunity for teachers to reflect, assess and develop effective teaching skills and strategies through a systematic ongoing process. Instructional excellence is a responsibility shared by the faculty, administration, and Board of Education.

OBJECTIVES

1. To enhance instruction resulting in improved learning/performance.
2. To provide teachers with opportunities to create educational visions in a supportive environment.
3. To provide a means to support high standards of professional development.
4. To assess the performance of the MCS professional staff.

PROFESSIONAL DEVELOPMENT

The parties agree that the purpose of conducting an APPR is to improve professional practice and ensure successful student performance. APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers. The District and the Association shall cooperate in designing professional development activities that are appropriate for and responsive to individual needs of each individual teacher as identified in his/her APPR.

A professional development committee ("Committee") shall be jointly constituted by the District and the Association to oversee all aspects of professional development. A majority of the voluntary members of the Committee shall be appointed by the president of the Association. The chairperson of the Committee shall be designated by mutual agreement of the Superintendent and Association president. The responsibilities of the Committee and the District shall be to work collaboratively to: (i) oversee the design, selection and implementation of all professional development activities; (ii) appoint subject area or grade level subcommittees, as needed, to assist in the design and implementation of professional development activities; (iii) ensure that each teacher is afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs; (iv) determine the appropriateness and/or effectiveness of existing professional development activities and to direct that changes be made where necessary; (v) consult and advise in the selection of appropriate professional development activities to be used in Teacher Improvement Plans; (vi) ensure that professional development includes training on the Teacher Standards and rubric(s) used in the APPR process. The Committee and the District will work collaboratively in the implementation of any recommended professional development activities.

All costs associated with the provision of professional development will be borne by the District. Every effort will be made to provide professional development within the teachers' contractual day or during contractual after-school meeting time or on days within the contractual work year that are designated for professional development. In the event that professional development must occur outside of the teachers' contractual day or on days other than contractual work days, teachers will be compensated at the contractual curriculum development hourly rate.

THE NEW YORK STATE TEACHING STANDARDS

The performance of professional staff members providing instructional services in the Middleburgh Central School District will be evaluated using the following standards.

Standard 1: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard 2: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Standard 3: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard 4: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard 5: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard 6: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard 7: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

COMPONENTS OF THE EVALUATION SYSTEM

First Component - 20%

The first component is to be student growth on state assessments or a comparable measure of student growth. The score is to be expressed as a number from 0-20 as determined by the State Education Department.

Second Component – 20%

For the 2012-2013 school year, the measures of student achievement upon which, by law, 20 percent of a teacher's composite effectiveness score must be based, shall be determined by Student Learning Outcomes (SLOs) developed by the teacher and approved by the immediate administrative supervisor.

During the 2012-2013 school year, committees will be established for each grade level and subject area without a student growth model. Each committee shall have a majority of classroom teachers, appointed by the Association, working collaboratively with the Administration. These committees shall commence meeting by November 1 and their determinations shall be implemented in the 2013 – 2014 school year. In accordance with the parameters established by the Commissioner's regulations, each committee will be charged with identifying the specific measurements of student achievement to be used, how and when the measurements will be done, timelines for the collection of student achievement data, how student achievement data will be weighted and adjusted to account for differences in student populations, and how such data will be converted into a numerical effectiveness score. The determinations of each committee shall be consistent with all applicable regulations of the Commissioner. The committees will periodically review the other locally selected measures of student achievement to ensure their continued validity, reliability, and appropriateness. The selection of other local measures of student achievement shall be the collaborative responsibility of the committee and the Administration established pursuant to this section. The superintendant shall, to the extent practicable, provide all committee members with time during the contractual work day (ie District and Building level meetings) to meet. Committee work performed outside of the contractual work day shall be compensated at the contractual curriculum development hourly rate.

Using the locally developed methodology, a value expressed as a number between 0-20 will be acquired, representing a score derived from multiple locally selected measures of student achievement.

For the 2013-2014 school year, those subject areas with a student growth model (ie grades K-12 ELA and Math) a measure of student achievement from the State Education Department approved list of vendors will be used. Using this measure, a value expressed as a number between 0-20 will be acquired, representing a score of student achievement.

Third Component – 60%
Professional Practice

Observations

Both Probationary and Tenured teachers will be evaluated using NYSUT’s Teacher Practice Rubric which can be found as Appendix II.

Any administrator or supervisor who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and certified as required by Education Law 3012-c and the implementing regulations of the Commissioner of Education prior to conducting such evaluation. Any evaluation or APPR rating that is determined in whole or in part by an administrator who is not fully trained and certified (upon affirmative determination of the Appeals Committee), to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

All professional staff subject to the district APPR will be provided with training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS teaching standards, reporting forms and the procedures to be followed consistent with the approved APPR and associated contractual provisions. All training will be conducted prior to the implementation of the APPR process for the current staff. Training will be conducted within 10 calendar days of the beginning of each subsequent school year for newly hired staff.

Informal Observations

All teachers will be informally observed a minimum of once each school year. All informal observations will be based on an area of focus determined by the Superintendent, reflecting the educational goals for the school year. All informal observations will be recorded using Form 5. All informal observations will be a minimum of fifteen (15) minutes. A TIP may not be initiated on the basis of an informal observation. A copy of the informal observation will be returned to the teacher within three (3) school days.

Formal Observations

Probationary Teachers

Prior to a formal, announced observation, the probationary teacher and administrative supervisor will conduct a pre-observation conference using Form 2. This conference will take place no more than one week before the observation and no later than one day prior to the observation. The observation will be conducted using Form 3.

After a reasonable amount of time (no more than three days) the probationary teacher and immediate administrative supervisor will meet to discuss the outcome of the observation and conduct a review of student work (Form 4). The professional learning plan of the probationary teacher may be amended at this time if necessary. A summative evaluation (Form 6) will be completed by the administrative supervisor at this time.

Regardless of the number of formal observations conducted during a school year, only the two with the greatest inter-rater reliability may be used in determining the Professional Practice Score of the probationary teacher and each formal observation will be given equal weight.

Tenured Teachers

Beginning in November immediate administrative supervisors will conduct a minimum of one classroom observation prior to February 1.

Prior to the formal, announced observation, the teacher and immediate administrative supervisor will conduct a pre-observation conference using Form 2. This conference will take place no more than one week before the observation and no later than one day prior to the observation. The observation will be conducted using Form 3.

After a reasonable amount of time (defined in 7.1.2) the teacher and immediate administrative supervisor will meet to discuss the outcome of the observation and conduct a review of student work (Form 4). A summative evaluation (Form 6) will be completed by the immediate administrative supervisor at this time.

A second observation of tenured teachers shall take place no sooner than two weeks after a post-observation conference, but no later than May 20. The teacher may request this observation be conducted by a mutually agreed upon administrative supervisor or by peer review.

Regardless of the number of formal observations conducted during a school year, only the most recent formal observation may be used in determining the Professional Practice Score of the teacher.

TRAINING OF EVALUATORS AND LEAD EVALUATORS

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. The Lead Evaluator for all current teachers subject to this plan will be his/her immediate building supervisor /the Superintendent of Schools. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. All Lead Evaluators/Evaluators will be appropriately trained and certified by September 1st of each school year or thirty (30) days after appointment.

Evaluators will be trained by the Capital Region BOCES or through other qualified trainers as determined by the Superintendent. Upon successful completion of appropriate training, the District will consider the Lead Evaluators certified. Upon completion, the Superintendent of Schools shall notify all certified evaluators of their status. A copy of such certification will be placed in each evaluator's personnel file. All records pertaining to certification of evaluators will be maintained by the superintendent.

The District will work to ensure that Lead Evaluators maintain an inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements.

Peer Review

The purpose of peer review is to improve instruction through a professional collaborative environment. Tenured teachers required to have an observation may request peer review. When peer review is approved by the immediate administrative supervisor, two trained and certified teachers assigned by the MCSTA will conduct the classroom observation together. The prescribed observation process for a tenured teacher will be followed. All aspects of the observation process will be the responsibility of the teachers conducting the review.

In order to become a peer reviewer, a teacher must be recommended by their Building Principal and the Association President. All peer reviewers must complete the appropriate evaluator training and certification process.

In the first year of the new evaluation system the District will pay for selected teachers from each building to receive evaluator training and certification. Each year thereafter, the District will pay for additional teachers to be trained and certified as evaluators. When a peer review is approved, the District will provide three hours of release time for each peer reviewer that is conducting the observation. The release time will be allocated in the following manner: 45 minutes at least one day prior to the observation for the pre-conference; 45 minutes for the actual observation; 45 minutes after the observation to meet with the other reviewing teachers and complete the observation form; and 45 minutes for the post observation meeting.

Professional Learning Plan

The Professional Learning Plan allows for the professional development of a teacher and for the evaluation of NYS Teaching Standards not readily observable in the classroom setting. The Professional Learning Plan includes self-reflection, goal setting and achievement, and evaluation.

At the beginning of each year, teachers self-reflect by reviewing the NYS Teaching Standards and the Teacher Practice Rubric in consideration of the needs of their incoming student population, changes in curriculum, and developments in content areas, assessments, and school and community contexts. The Goal Planning and Professional Learning Plan form (Form 1) will be submitted by a probationary teacher to his/her immediate administrative supervisor by October 1. The immediate administrative supervisor, probationary teacher, and mentor, if one has been assigned, will conference to review the form by November 1. Tenured teachers will be required to submit a Goal Planning and Professional Learning Plan (Form 1) to his/her immediate administrative supervisor by November 1. The plan will be reviewed by the immediate administrative supervisor and both parties will agree to the plan, as indicated by their signatures, by December 1.

At the end of the school year between May 20 and June 20, the immediate administrative supervisor and each teacher shall meet for the purpose of evaluating professional growth and evidence collected in support of professional responsibilities and collaboration (Form 7), and discuss the Professional Practice Score (Form 8).

Teacher Improvement Plans

Upon receiving a rating of “developing” or “ineffective”, or if areas of concern have been identified in a formal observation, a teacher shall be provided with a Teacher Improvement Plan (“TIP”). The TIP shall be provided as soon as practicable, but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher’s request. The Association president shall be informed in a timely manner whenever a teacher is placed on a TIP. Teacher confidentiality shall be maintained. With the agreement of the teacher, the Association president shall be provided with a copy of the TIP.

A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic review of progress; (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher.

For the duration of a TIP, informal observations and a minimum of one formal observation shall be conducted. The teacher, immediate administrative supervisor, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet regularly to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. The entire TIP will be evaluated three months after the date of implementation. Based on the outcome of the assessments, the TIP shall be modified accordingly.

A tenured teacher who believes the activities outlined in a TIP are not aligned with the intended outcomes for areas of improvement, or that the District has failed to meet its obligation to properly implement the terms of a TIP, may seek relief through the APPR Appeals Panel.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher’s performance has been evaluated. No disciplinary action **predicated on the concerns addressed in the TIP** shall be taken by the District against a teacher who has met the performance expectations set by a TIP.

APPR Appeals Process

The parties agree that the process to be used for the annual evaluation and performance review will be the procedures outlined in the “Professional Development and Teacher Evaluation” document (Appendix I). In the event that a teacher disagrees with the content of the annual teacher summation, that teacher may submit a written rebuttal that will be attached to the APPR in the member’s file. Probationary teachers may not appeal the APPR. A tenured teacher who receives an “ineffective” or “developing” rating may appeal the rating of the APPR. The appeal must be submitted in writing to the Appeals Panel within ten (10) school days of the issuance of the APPR. The Appeals Panel shall consist of the Superintendent, or designee, the immediate administrative supervisor, Association President or designee, one teacher appointed by the Association, and one individual mutually agreed upon by the Superintendent and Association President. If an agreement on the fifth panel member cannot be reached, the Appeals Panel will move forward with four members.

The evaluation will be upheld, revoked or revised as determined by a majority of the committee. If a majority is not reached, a new observation and a re-evaluation of student work will be completed by the Superintendent or designee (Evaluators cannot have formally observed the teacher previously). This review, and resultant determination, will be completed within thirty (30) days. The teacher may rebut this review in writing, but may not appeal the substance of the review. The determination of the appeal pursuant to the above process is final and binding.

Data Verification Process

No later than 30 days after the beginning of the school year, each teacher shall be informed of students for whom he/she is the Teacher of Record. Any teacher who believes that any such determination is incorrect and/or inconsistent with the standards established by the Commissioner’s regulations for making Teacher of Record determinations shall work collaboratively with the immediate administrative supervisor to address concerns. The District and Association shall work collaboratively to ensure that all teacher of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner’s regulations prior to using student growth and/or achievement data in an APPR.

Teacher of Record shall be confirmed and necessary changes made prior to state testing and submission of data to SED. If the Teacher of Record determination is still incorrect, the teacher shall be entitled to seek review of this determination by the Superintendent and appropriate curriculum coordinator.

Form 1 – Goal Planning and Professional Learning Plan (Standard 6, 7)

Completed and submitted by Professional

Probationary – October 1st

Tenure – November 1st

Form 2 – Pre – Observation Conference (Standard 1, 2, 5)

2P – Completed by Professional

2A – Completed by Administrator

Form 3 – Observation Form (Standard 1, 3, 4, 5, 7)

Completed by Administrator

Form 4 – Post – Observation (Standard 1, 2, 3, 4, 5, 7)

4P – Completed by Professional

4A – Completed by Administrator

Form 5 – Informal Observation Form (Standard 1, 2, 3, 4, 5)

Completed by Administrator

Form 6 – Summative Evaluation

Completed by Administrator

Form 7 – Professional Growth, Responsibilities and Collaboration (Standard 6, 7)

Completed by Administrator in collaboration with professional

Form 8 – Professional Practice Score

Completed by Administrator

Suggested Collections to support Teacher Practice (in support of Form 7)

1. **Attendance for Student Data Verification** (hand written and school tool print outs)
 - Daily student attendance
 - Lateness, cuts, early dismissal
 - Other – nurse, lessons, office
 - Maintain a record of YOUR absences and reasons (staff development, sick, etc)
2. **Observations**
 - Informal observations – make a mark in your plan book to remind you of the walk in, who it was, and how long they stayed
3. **Student Work Samples**
 - Benchmarks for skill and/or knowledge assessments
 - Work samples with teacher feedback to students
4. **Grade Calculations**
 - Measurement, weighting, average score
5. **Homework Completion**
 - If this is part of a grade, keep track of homework postings, communications with students/parents
6. **Extra Help**
 - Dates/times offer extra help
 - Attendance
 - Topics reviewed
7. **Communication**
 - Parents (emails, written notes, meeting notes)
 - Students (emails, written notes, meeting notes)
 - Administration (emails, written notes, meeting notes)
8. **Lesson Plans**
 - Plan book
 - Assessments (rigorous and comparable)
 - Schedule
 - Student roster (note classifications, ELL, etc)
9. **Professional Development**
 - Running list of professional development
 - Faculty meetings relevant to teaching standards
 - Department/team/grade level meetings relevant to teaching standards
 - Graduate/in service credit

Confidentiality is required as appropriate for all professional growth activities (ie a personnel reflection on practices, journals etc., would not be shared in its entirety as a culminating activity; however, a synopsis prepared by the teacher or selected entries chosen by the teacher may be used as a culminating activity.) Artifacts, video tapes, etc. will remain the property of the teacher.

Goal Plan

Professional _____

Grade/Subject _____

Date ____ / ____ / ____

Goal 1 Standard _____

Element(s) _____

Plans/Activities to meet the element(s):

Outcome of Element Plan / Level of Proficiency Reached:

Goal 2 Standard _____

Element(s) _____

Plans/Activities to meet the element(s):

Outcome of Element Plan / Level of Proficiency Reached:

Evaluator's Signature _____ Date ____ / ____ / ____

Professional's Signature _____ Date ____ / ____ / ____

Professional's signature does not constitute agreement, but merely signifies s/he has examined and discussed the materials with the evaluator. Professionals shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Professional Development Menu (select a strategy for professional learning)

Formal

- Academic coursework; degree, professional certification awarded at completion
- Workshops/sessions; In-services, conferences, institutes and seminars
- Formal research; publish, participate in or apply research to particular teaching situations
- Action research
- Sabbaticals
- Fellowships, internships and shadowing experiences
- Professional service on boards or committees

Curricular

- Textbook review
- Curriculum development
- Grant development

Professional Staff Support

(through specialists, coaches, mentors)

- Peer Coaching
- Shadowing / Professional visitations
- Coaching by subject matter specialists
- Mentoring

Collegial community

- Critical Friends Groups
- Study Groups
- Professional Learning Communities
- Portfolios
- Video taped session
- Examining student work / tuning protocol
- Data teams / assessment
- Student / parent / caregiver surveys
- Dialogue journals
- Development of case discussions
- Team teaching

Other Options

- Creative ideas which are mutually agreed upon are respected and encouraged

Pre-Conference (Professional Reflection) to be completed prior to

Identify the curriculum standards to be taught and how they connect to other standards within or outside of the discipline. (2.4)

How has student achievement data informed your instruction, and how does this lesson specifically address the needs identified from a review of the data? (1.3, 2.5, 5.2)

What do you want students to learn as a result of this lesson? (2.1, 2.2, 2.3, 2.4, 2.5)

How will you know if students are learning the expected outcome? (5.1, 5.2)

How do you plan to cognitively engage students in the content? What will you do? What will students do? (2.2, 2.3, 2.5, 2.6)

How will differentiation be used to meet student needs? (2.3, 2.4, 2.6, 5.1, 5.2)

What assessments will be used? (5.1)

How will you use the results of assessment to adjust instruction? (5.2)

On what areas would you like specific feedback?

Observation Date: ____ / ____ / ____

Period / Time : _____

Professional: _____

Grade / Subject : _____

Evaluator: _____

Date: ____ / ____ / ____

Copy of signed form to be included in APPR.

Professional's signature does not constitute agreement, but merely signifies s/he has examined and discussed the materials with the evaluator. Professionals shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

**Pre-Conference: Analysis of Teaching Artifacts
Evidence Collection**

Teacher _____

Date ____ / ____ / ____

Evaluator _____

Elements	Performance Indicators	Evidence / Notes
1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels	a. Describes developmental characteristics of students b. Creates developmentally appropriate lessons	
1.2 Teachers demonstrate current research-based knowledge of learning and language acquisition theories and practices	a. Uses strategies to support learning and language acquisition b. Uses Current research	
1.3 Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students	a. Meets diverse learning needs of all students b. Plans for student strengths, interests, and experiences	
1.4 Teachers acquire knowledge of individual students, families, guardians, and/or caregivers to enhance student learning	Communicates with parents, guardians, and/or caregivers	
1.5 Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning	a. Incorporates the knowledge of school community and environmental factors b. Incorporates multiple perspectives	

Elements	Performance Indicators	Evidence / Notes
<p>1.6 Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning</p>	<p>Understands technological literacy</p>	
<p>2.1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures, and current developments within their discipline(s).</p>	<ul style="list-style-type: none"> a. Understands key concepts and themes in the discipline b. Understands key disciplinary language c. Uses current developments in pedagogy and content d. Understands learning standards 	
<p>2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts</p>	<ul style="list-style-type: none"> a. Incorporates diverse social and cultural perspectives b. Incorporates individual and collaborative critical thinking and problem solving c. Incorporates disciplinary and cross-disciplinary learning experiences 	
<p>2.3 Teachers use broad range of instruction strategies to make subject matter accessible</p>	<ul style="list-style-type: none"> a. Designs instruction to meet diverse learning needs of students b. Designs learning experiences that connect to students' life experiences c. Designs self-directed learning experiences 	
<p>2.4 Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement</p>	<ul style="list-style-type: none"> a. Aligns learning standards b. Articulates learning objectives/goals with learning standards 	

Elements	Performance Indicators	Evidence / Notes
<p>2.5 Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge</p>	<p>a. Designs instruction using current levels of student understanding</p> <p>b. Designs learning experiences using prior knowledge</p>	
<p>2.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals</p>	<p>a. Organizes physical space</p> <p>b. Incorporates technology</p> <p>c. Organizes time</p> <p>d. Selects materials and resources</p>	
<p>5.1 Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth</p>	<p>a. Uses assessments to establish learning goals and inform instruction</p> <p>b. Measures and records student achievement</p> <p>c. Aligns assessments to learning goals</p> <p>d. Implements accommodations and modifications</p>	
<p>5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction</p>	<p>a. Analyzes assessment data</p> <p>b. Uses assessment data to set goals and provide feedback to students</p> <p>c. Engages students in self-assessment</p>	

Questions for the teacher:

**Observation
Evidence Collection**

Professional _____

Date ____ / ____ / ____

Evaluator _____

Elements	Performance Indicators	Evidence / Notes
1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	a. Describes developmental characteristics of students b. Creates developmentally appropriate lessons	
3.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standard-driven instruction that motivates and engages students in learning.	a. Aligns instruction to standards b. Uses research-based instruction c. Engages students	
3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.	a. Provides directions and procedures b. Uses questioning techniques c. Responds to students d. Communicates content	
3.3 Teachers set high expectations and create challenging learning experiences for students.	a. Establishes high expectations b. Articulates measures of success c. Implements challenging learning experiences	

Observation: Evidence Collection

Elements	Performance Indicators	Evidence / Notes
3.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.	<ul style="list-style-type: none"> a. Differentiates instruction b. Implements strategies for mastery of learning outcomes. 	
3.5 Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.	<ul style="list-style-type: none"> a. Provides opportunities for collaboration b. Provides synthesis, critical thinking, and problem-solving 	
3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	<ul style="list-style-type: none"> a. Uses formative assessment b. Provides feedback during and after instruction c. Adjusts pacing 	
4.1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	<ul style="list-style-type: none"> a. Interacts with students b. Supports student diversity c. Reinforces positive interactions among students 	
4.2 Teachers create an intellectually challenging and stimulating learning environment.	<ul style="list-style-type: none"> a. A. Establishes high expectations for achievement b. Promotes student curiosity and enthusiasm c. Promotes student pride in work and accomplishments 	
4.3 Teachers manage the learning environment for the effective operation of the classroom.	<ul style="list-style-type: none"> a. Establishes expectations for student behavior b. Establishes routines, procedures, and transitions c. Establishes instructional groups 	

Observation: Evidence Collection

Elements	Performance Indicators	Evidence / Notes
<p>4.4 Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a productive learning environment.</p>	<ul style="list-style-type: none"> a. Organizes the physical environment b. Manages volunteers and para-professionals c. Establishes classroom safety 	
<p>5.1 Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.</p>	<ul style="list-style-type: none"> a. Use assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessment to learning goals d. Implements accommodations and modifications 	
<p>5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.</p>	<ul style="list-style-type: none"> a. Analyzes assessment data b. Uses assessment data to set goals and provide feedback to students c. Engages students in self-assessment 	
<p>5.3 Teachers communicate information about various components of the assessment system.</p>	<p style="text-align: center;">Accesses and interprets assessment</p>	
<p>5.4 Teachers reflect upon and evaluate the effectiveness of their integrated assessment system to adjust assessment and plan instruction accordingly.</p>	<ul style="list-style-type: none"> a. Understands assessment measures and grading procedures b. Establishes an assessment system 	
<p>5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.</p>	<ul style="list-style-type: none"> a. Communicates purposes and criteria b. Provides preparation and practice c. Provides assessment skills and strategies 	

Observation: Evidence Collection

Elements	Performance Indicators	Evidence / Notes
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth		
Evidence for other standards/elements		

Post – Conference

Reflection Questions

Educator: _____

Date: _____

Date of Observation: _____

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know?
(7.1)

How did you insure that all students, including students who are culturally and linguistically diverse, have special needs, have low SES, or are ELL, are identified in lower achievement groups, or are exceptional, were engaged in the lesson? (7.1; 5.1)

Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be the evidence of their learning? (7.1; 5.1; 5.2)

How did the instructional strategies you chose support student learning? How do you know? (7.1; 5.1)

Post – Conference

What have you done to promote a culture of learning in your classroom? (7.1)

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reasons? (5.1; 5.2)

If you taught this lesson again to the same group of students, would you do anything differently?

Are there other thoughts or evidence related to the lesson that you would like to share?

Observation Date: ____ / ____ / ____

Period / Time : _____

Professional: _____

Grade / Subject : _____

Evaluator: _____

Date: ____ / ____ / ____

Copy of signed form to be included in APPR.

Professional’s signature does not constitute agreement, but merely signifies s/he has examined and discussed the materials with the evaluator. Professionals shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Post-Conference: Review of Student Work**Evidence Collection**

Teacher _____

Date ____ / ____ / ____

Observer _____

Elements	Performance Indicators	Evidence/Notes
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	a. Uses assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to learning goals d. Implements accommodations and modifications	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	a. Analyzes assessment data b. Uses assessment data to set goals and provide feedback to students c. Engages students in self-assessment	
5.3 Teachers communicate information about various components of the assessment system.	a. Accesses and interprets assessments	
5.4 Teachers reflect upon and evaluate the effectiveness of their integrated assessment system to adjust assessments and plan instruction accordingly.	a. Understands assessment measures and grading procedures b. Establishes an assessment system	
5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated	a. Communicates purposes and criteria b. Provides preparation and practice c. Provides assessment skills and strategies	

Post-Conference: Review of Student Work

Elements	Performance Indicators	Evidence/Notes
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	<ul style="list-style-type: none"> a. Reflects on evidence of student learning b. Reflects on biases c. Plans professional growth 	
Evidence for other standards/elements		

Questions for the teacher:

Informal Observation

FORM 5

(completed by observer)

Professional _____

Grade Level / Subject _____

Evaluator _____

Date ____ / ____ / ____

2012 – 2013 Evidence of Incorporation of English Language Arts within Instruction

NYS TEACHING STANDARD	OBSERVED	FOR DISCUSSION
1. Knowledge of Students and Student Learning		
2. Knowledge of Content and Instructional Planning		
3. Instructional Planning		
4. Learning Environment		
5. Assessment for Student Learning		

Professional _____

Date ____ / ____ / ____

Evaluator _____

Date ____ / ____ / ____

**Summative Evaluation Conference
Summary
(completed by the evaluator)**

Teacher _____ Grade Level / Subject _____

Evaluator _____ Date ____ / ____ / ____

Dates: Pre-Conference ____ / ____ / ____ Observation ____ / ____ / ____ Post-Conference ____ / ____ / ____

Areas of Strength

Areas for Growth

Evaluator Signature _____

Date ____ / ____ / ____

Professional Signature _____

Date ____ / ____ / ____

Professional’s signature does not constitute agreement, but merely signifies s/he has examined and discussed the materials with the evaluator. Professionals shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Professional Responsibilities and Collaboration and Professional Growth

Evidence Collection

Teacher _____

Date ____ / ____ / ____

Observer _____

Elements	Performance Indicators	Evidence/Notes
6.1 Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.	a. Demonstrates ethical, professional behavior b. Advocates for students c. Demonstrates ethical use of information and information technology d. Completes training to comply with state and local requirements and jurisdictions	
6.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.	a. Supports the school as an organization with a vision and a mission b. Participates on an instructional team c. Collaborates with the larger community	
6.3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.	a. Engage families b. Communicates student performance	

Professional Responsibilities and Collaboration and Professional Growth

Elements	Performance Indicators	Evidence/Notes
<p>6.4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.</p>	<ul style="list-style-type: none"> a. Maintains records b. Manages time and attendance c. Maintains classroom and school resources and materials d. Participates in school and district events 	
<p>6.5 Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.</p>	<ul style="list-style-type: none"> a. Communicates policies b. Maintains confidentiality c. Reports concerns d. Adheres to policies and contractual obligations e. Accesses resources 	
<p>7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.</p>	<ul style="list-style-type: none"> a. Reflects on evidence of student learning b. Reflects on biases c. Plans professional growth 	
<p>7.2 Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.</p>	<ul style="list-style-type: none"> a. Sets goals b. Engages in professional growth 	
<p>7.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.</p>	<ul style="list-style-type: none"> a. Gives and receives constructive feedback b. Collaborates 	
<p>7.4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.</p>	<ul style="list-style-type: none"> a. Accesses professional memberships and resources b. Expands knowledge base 	

Calculating the Score of Professional Practice

Teacher _____

Date ____ / ____ / ____

Evaluator _____

After reviewing notes and evidence for each assessed element, and discussion with the teacher, enter a number (1-4) that reflects the value of the teacher's performance on each assessed element.

- 1 Ineffective
- 2 Developing
- 3 Effective
- 4 Highly Effective

Calculating the Score of Professional Practice

1	Knowledge of Students and Student Learning	Score
1.1a	<i>Describe developmental characteristics of students</i>	
1.1b	<i>Creates developmentally appropriate lessons</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Meets diverse learning needs of each student</i>	
1.3b	<i>Plans for student strengths, interests, and experiences</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard Score	

2	Knowledge of Students and Student Learning	Score
2.1a	<i>Understands key concepts and themes in the discipline</i>	
2.1b	<i>Understands key disciplinary language</i>	
2.1c	<i>Uses current developments in pedagogy and content</i>	
2.1d	<i>Understands learning standards</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs instruction to meet diverse learning needs of students</i>	
2.3b	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3c	<i>Designs self-directed learning experiences</i>	
2.4a	<i>Aligns learning standards</i>	
2.4b	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs learning experiences using prior knowledge</i>	
2.6a	<i>Organizes physical space</i>	
2.6b	<i>Incorporates technology</i>	
2.6c	<i>Organizes time</i>	
2.6d	<i>Selects materials and resources</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard Score	

3	Instructional Practice	Score
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Establishes high expectations</i>	
3.3b	<i>Articulates measure of success</i>	
3.3c	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaboration</i>	
3.5b	<i>Provides synthesis, critical thinking, and problem-solving</i>	
3.6a	<i>Uses formative assessments</i>	
3.6b	<i>Provides feedback during and after instruction</i>	
3.6c	<i>Adjusts pacing</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard Score	

4	Learning Environment	Score
4.1a	<i>Interacts with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Establishes high expectations for achievement</i>	
4.2b	<i>Promotes student curiosity</i>	
4.2c	<i>Promotes student pride in work and accomplishments</i>	
4.3a	<i>Establishes expectations for student behavior</i>	
4.3b	<i>Establishes routines, procedures, and transitions</i>	
4.3c	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes the physical environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard Score	

Calculating the Score of Professional Practice

5	Assessment for Student Learning	Score
5.1a	<i>Uses assessments to establish learning goals and inform instruction</i>	
5.1b	<i>Measures and records student achievement</i>	
5.1c	<i>Aligns assessments to learning goals</i>	
5.1d	<i>Implements accommodations and modifications</i>	
5.2a	<i>Analyzes assessment data</i>	
5.2b	<i>Uses assessment data to set goals and provide feedback to students</i>	
5.2c	<i>Engages students in self-assessment</i>	
5.3a	<i>Accesses and interprets assessments</i>	
5.4a	<i>Understands assessment measures and grading procedures</i>	
5.4b	<i>Establishes an assessment system</i>	
5.5a	<i>Communicates purposes and criteria</i>	
5.5b	<i>Provides preparation and practice</i>	
5.5c	<i>Provides assessment skills and strategies</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard Score	

7	Professional Growth	Score
7.1a	<i>Reflects on evidence of student learning</i>	
7.1b	<i>Reflects on biases</i>	
7.1c	<i>Plans professional growth</i>	
7.2a	<i>Sets goals</i>	
7.2b	<i>Engages in professional growth</i>	
7.3a	<i>Gives and receives constructive feedback</i>	
7.3b	<i>Collaborates</i>	
7.4a	<i>Accesses professional memberships and resources</i>	
7.4b	<i>Expands knowledge base</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard Score	

6	Professional Responsibilities and Collaboration	Score
6.1a	<i>Demonstrates ethical, professional behavior</i>	
6.1b	<i>Advocates for students</i>	
6.1c	<i>Demonstrates ethical use of information and information technology</i>	
6.1d	<i>Completes training to comply with state and local requirements and jurisdictions</i>	
6.2a	<i>Supports the school as an organization with a vision and a mission</i>	
6.2b	<i>Participates on an instructional team</i>	
6.2c	<i>Collaborates with the larger community</i>	
6.3a	<i>Engage families</i>	
6.3b	<i>Communicates student performance</i>	
6.4a	<i>Maintains records</i>	
6.4b	<i>Manages time and attendance</i>	
6.4c	<i>Maintains classroom and school resources and materials</i>	
6.4d	<i>Participates in school and district events</i>	
6.5a	<i>Communicates policies</i>	
6.5b	<i>Maintains confidentiality</i>	
6.5c	<i>Reports concerns</i>	
6.5d	<i>Adheres to policies and contractual obligations</i>	
6.5e	<i>Accesses resources</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard Score	

Assessment of Practice	Scores
Transfer standard scores to the boxes below	
Standard 1 Knowledge of Students and Student Learning	
Standard 2 Knowledge of Content and Instructional Planning	
Standard 3 Instructional Practice	
Standard 4 Learning Environment	
Standard 5 Assessment for Student Learning	
Standard 6 Professional Responsibilities and Collaboration	
Standard 7 Professional Growth	
Subtotal	
Divide by 7	
Total score of professional practice	

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion Score for composite
Ineffective		
1.0		0
1.1		11.0
1.2		22.0
1.3		33.0
1.4		44.0
Developing		
1.5		44.6
1.6		45.2
1.7		45.8
1.8		46.4
1.9		47.0
2.0		47.6
2.1		48.2
2.2		48.8
2.3		49.4
2.4		50.0
Effective		
2.5		50.6
2.6		51.2
2.7		51.8
2.8		52.4
2.9		53.0
3.0		53.6
3.1		54.2
3.2		54.8
3.3		55.4
3.4		56.0
Highly Effective		
3.5		56.6
3.6		57.2
3.7		57.8
3.8		58.4
3.9		59.0
4.0		60

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Middleburgh Central School

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%
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE							
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0					
93-100%	85-92%	81-84%	77-80%	74- 76%	71- 73%	68-70%	65-67%	62- 64%	59- 61%	56- 58%	53- 55%	50- 52%	36- 49%	21- 35%	0- 20%					

Middleburgh Central School

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%
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE							
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0					
93-100%	85-92%	81-84%	77-80%	74- 76%	71- 73%	68-70%	65-67%	62- 64%	59- 61%	56- 58%	53- 55%	50- 52%	36- 49%	21- 35%	0- 20%					

Total Average Rubric Score	Category	Conversion Score for composite
Ineffective		
1.000		0
1.012		1
1.024		2
1.037		3
1.049		4
1.061		5
1.073		6
1.086		7
1.098		8
1.110		9
1.122		10
1.135		11
1.147		12
1.159		13
1.171		14
1.184		15
1.196		16
1.208		17
1.220		18
1.233		19
1.245		20
1.257		21
1.269		22
1.282		23
1.294		24
1.306		25
1.318		26
1.331		27
1.343		28
1.355		29
1.367		30
1.380		31
1.392		32
1.404		33
1.416		34
1.429		35
1.441		36
1.453		37
1.465		38
1.478		39
1.490		40
1.502		41
1.514		42

0.012245

1.527		43
1.539		44
1.551		45
1.563		46
1.576		47
1.588		48
1.600		49
Developing		
1.7		50
1.8		50.67
1.9		51.33
2		52.00
2.1		52.67
2.2		53.33
2.3		54.00
2.4		54.67
2.5		55.33
2.6		56
Effective		
2.7		57
2.8		57.13
2.9		57.25
3		57.38
3.1		57.50
3.2		57.63
3.3		57.75
3.4		57.88
3.5		58
Highly Effective		
3.6		59
3.7		59.25
3.8		59.50
3.9		59.75
4		60

49

1

2

3

4

5

6

7

8

9

0.666667

1

2

3

4

5

6

7

8

0.125

1

2

3

4

0.25

Middleburgh Central School District

Teacher Improvement Plan Process

Upon receiving a rating of “developing” or “ineffective”, or if areas of concern have been identified in a formal observation, a teacher shall be provided with a Teacher Improvement Plan (“TIP”). The TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher’s request. The Association president shall be informed in a timely manner whenever a teacher is placed on a TIP. Teacher confidentiality shall be maintained. With the agreement of the teacher, the Association president shall be provided with a copy of the TIP.

A TIP shall clearly specify:

- the area(s) in need of improvement
- the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating
- how improvement will be measured and monitored,
- how periodic review of progress will be provided
- the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher.

**Middleburgh Central School District
Teacher Improvement Plan**

Name of Teacher _____

School Building _____ Academic Year _____

Deficiency (ies) resulting in the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Administrator 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 administrator and teacher with the opportunity for the teacher to attach comments.

Section III: “OTHER” MEASURES of EFFECTIVENESS (60 points)

In order to determine a principal’s score on the rubric, each of the six domains of the rubric are rated HEDI by the supervisor. Site visits and other negotiated sources of evidence should be considered when the evaluator is rating each domain.

SHARED VISION OF LEARNING	H	E	D	I
SCHOOL CULTURE AND INSRUCTIONAL PROGRAM	H	E	D	I
SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT	H	E	D	I
COMMUNITY	H	E	D	I
INTEGRITY, FAIRNESS, ETHICS	H	E	D	I
POLITCAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT	H	E	D	I

Number of ratings given:	Multiplier (based on 6 domains)	HEDI Points Earned:
H – 4.0	X 15	
E – 3.0	X 10	
D – 2.0	X 5	
I – 1.0	X 0	
Total Points for ratings on 6 domains		(out of 90)

Conversion to 60 points

HEDI RATINGS POINTS	Other Measures Points/60	Other Measure Rating
80-90	60	H
70-79	59	
59-69	58	E
49-58	57	
37-48	56	D
23-36	55	
22	54.4	I
21	53.53	
20	52.3	
19	51.07	
18	49.84	
17	48.61	
16	47.28	
15	46.15	

HEDI RATINGS POINTS	Other Measures Points/60	Other Measure Rating
14	44.92	I
13	43.69	
12	42.46	
11	41.23	
10	40.0	
9	36.18	
8	32.37	
7	28.56	
6	24.75	
5	20.0	
4	16.81	
3	12.37	
2	8.56	
1	4.75	
0	0	

Score for Other Measures (rubric): _____

Rating for Other Measures (rubric): _____

SECTION IV: IMPROVEMENT PLAN

Middleburgh Central School District Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and implemented no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1st and December 15th and the second between March 1st and March 15th. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency (ies) resulting in the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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.

Middleburgh Central School

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%
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE							
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0					
93-100%	85-92%	81-84%	77-80%	74- 76%	71- 73%	68-70%	65-67%	62- 64%	59- 61%	56- 58%	53- 55%	50- 52%	36- 49%	21- 35%	0- 20%					

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 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 a 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 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 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:

Michele Weaver 7/9/13

Teachers Union President Signature: Date:

Jon H. Gerche 7/9/13

Administrative Union President Signature: Date:

Maura Bean 7/9/13

Board of Education President Signature: Date:

K. [Signature] 7/9/13