



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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November 15, 2012

Kimberle A. Ward, Superintendent
Naples Central School District
136 North Main Street
Naples, NY 14512

Dear Superintendent Ward:

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: Jo Anne Antonacci

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 Wednesday, July 18, 2012

Updated Wednesday, November 14, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 431201040000

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

431201040000

1.2) School District Name: NAPLES CSD

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

NAPLES CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, September 21, 2012

Updated Wednesday, November 14, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	WFL BOCES developed ELA assessment-K
1	District, regional, or BOCES-developed assessment	WFL BOCES developed ELA assessment-1
2	District, regional, or BOCES-developed assessment	WFL BOCES developed ELA assessment-2
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Teachers and Principal will collaborate to establish Individualized Student Growth Targets using the pre-assessment baseline data given in the first five (5) weeks of the school year. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points will be used to determine a HEDI score using the conversion chart referenced below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 pts=96-100% 19pts=90-95% 18pts=86-89%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17pts=85% 16pts=84% 15pts=83% 14pts=82% 13pts=81% 12pts=79-80% 11pts=78% 10pts=77% 9pts=76%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8pts=75% 7pts=74% 6pts=72-73% 5pts=70-71% 4pts=68-69% 3pts=66-67%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2pts=60-65% 1pt=50-59% 0pt=Less than 50%

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	WFL BOCES developed Math assessment-K
1	District, regional, or BOCES-developed assessment	WFL BOCES developed Math assessment-1
2	District, regional, or BOCES-developed assessment	WFL BOCES developed Math assessment-2
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.	The Teachers and Principal will collaborate to establish Individualized Student Growth Targets using the pre-assessment baseline data given in the first five (5) weeks of the school year. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points will be used to determine a HEDI score using the conversion chart referenced below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 pts=96-100% 19pts=90-95% 18pts=86-89%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17pts=85% 16pts=84% 15pts=83% 14pts=82% 13pts=81% 12pts=79-80% 11pts=78% 10pts=77% 9pts=76%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8pts=75% 7pts=74% 6pts=72-73% 5pts=70-71% 4pts=68-69% 3pts=66-67%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2pts=60-65% 1pt=50-59% 0pt=Less than 50%

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	Naples Central School District developed Science assessment-6
7	District, regional or BOCES-developed assessment	WFL BOCES developed Science assesement-7
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Teachers and Principal will collaborate to establish Individualized Student Growth Targets using the pre-assessment baseline data given in the first five (5) weeks of the school year. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points will be used to determine a HEDI score using the conversion chart referenced below.
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graphic at 2.11, below.	weeks of the school year. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points will be used to determine a HEDI score using the conversion chart referenced below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 pts=96-100% 19pts=90-95% 18pts=86-89%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17pts=85% 16pts=84% 15pts=83% 14pts=82% 13pts=81% 12pts=79-80% 11pts=78% 10pts=77% 9pts=76%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8pts=75% 7pts=74% 6pts=72-73% 5pts=70-71% 4pts=68-69% 3pts=66-67%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2pts=60-65% 1pt=50-59% 0pt=Less than 50%

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	Naples Central School District developed SS assessment-6
7	District, regional or BOCES-developed assessment	Naples Central School District developed SS assessment-7
8	District, regional or BOCES-developed assessment	Naples Central School District developed SS assessment-8

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.	The Teachers and Principal will collaborate to establish Individualized Student Growth Targets using the pre-assessment baseline data given in the first five (5) weeks of the school year. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points will be used to determine a HEDI score using the conversion chart referenced below.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 pts=96-100% 19pts=90-95% 18pts=86-89%
Effective (9 - 17 points) Results meet District goals for similar students.	17pts=85% 16pts=84% 15pts=83% 14pts=82% 13pts=81% 12pts=79-80% 11pts=78% 10pts=77% 9pts=76%
Developing (3 - 8 points) Results are below District goals for similar students.	8pts=75% 7pts=74% 6pts=72-73% 5pts=70-71% 4pts=68-69% 3pts=66-67%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2pts=60-65% 1pt=50-59% 0pt=Less than 50%

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	Naples Central School District developed assessment Global 1

	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.	The Teachers and Principal will collaborate to establish Individualized Student Growth Targets using the pre-assessment baseline data given in the first five (5) weeks of the school year. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points will be used to determine a HEDI score using the conversion chart referenced below.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 pts=96-100% 19pts=90-95% 18pts=86-89%
Effective (9 - 17 points) Results meet District goals for similar students.	17pts=85% 16pts=84% 15pts=83% 14pts=82% 13pts=81% 12pts=79-80% 11pts=78% 10pts=77% 9pts=76%
Developing (3 - 8 points) Results are below District goals for similar students.	8pts=75% 7pts=74% 6pts=72-73% 5pts=70-71% 4pts=68-69% 3pts=66-67%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2pts=60-65% 1pt=50-59% 0pt=Less than 50%

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.	The Teachers and Principal will collaborate to establish Individualized Student Growth Targets using the pre-assessment baseline data given in the first five (5) weeks of the school year. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points will be used to determine a HEDI score using the conversion chart referenced below.
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Effective (9 - 17 points) Results meet District goals for similar students.	17pts=85% 16pts=84% 15pts=83% 14pts=82% 13pts=81% 12pts=79-80% 11pts=78% 10pts=77% 9pts=76%
Developing (3 - 8 points) Results are below District goals for similar students.	8pts=75% 7pts=74% 6pts=72-73% 5pts=70-71% 4pts=68-69% 3pts=66-67%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2pts=60-65% 1pt=50-59% 0pt=Less than 50%

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.	The Teachers and Principal will collaborate to establish Individualized Student Growth Targets using the pre-assessment baseline data given in the first five (5) weeks of the school year. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points will be used to determine a HEDI score using the conversion chart referenced below.
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	12pts=79-80% 11pts=78% 10pts=77% 9pts=76%
Developing (3 - 8 points) Results are below District goals for similar students.	8pts=75% 7pts=74% 6pts=72-73% 5pts=70-71% 4pts=68-69% 3pts=66-67%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2pts=60-65% 1pt=50-59% 0pt=Less than 50%

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	Naples Central School District developed ELA assessment Grade 9
Grade 10 ELA	District, regional or BOCES-developed assessment	Naples Central School District developed ELA assessment Grade 10
Grade 11 ELA	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Teachers and Principal will collaborate to establish Individualized Student Growth Targets using the pre-assessment baseline data given in the first five (5) weeks of the school year. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points will be used to determine a HEDI score using the conversion chart referenced below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 pts=96-100% 19pts=90-95% 18pts=86-89%
Effective (9 - 17 points) Results meet District goals for similar students.	17pts=85% 16pts=84% 15pts=83% 14pts=82% 13pts=81% 12pts=79-80% 11pts=78%

	10pts=77% 9pts=76%
Developing (3 - 8 points) Results are below District goals for similar students.	8pts=75% 7pts=74% 6pts=72-73% 5pts=70-71% 4pts=68-69% 3pts=66-67%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2pts=60-65% 1pt=50-59% 0pt=Less than 50%

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All Technology Courses-Course Specific	District, Regional or BOCES-developed	Naples Central School District Developed Tech Assessment-Grades 7-12
All General Music Courses-Course Specific	District, Regional or BOCES-developed	WFL BOCES Developed General Music Assessment-Grades 2-6
All Instrumental Music Courses-Course Specific	District, Regional or BOCES-developed	WFL BOCES Developed Instrumental Music Assessment-Grades 7-12
All Vocal Music Courses-Course Specific	District, Regional or BOCES-developed	Naples Central School District Developed Vocal Music Assessment-Grades 4-12
All Foreign Language Courses-Course Specific	District, Regional or BOCES-developed	WFL BOCES Developed Foreign Language Assessment-Grades 7-12
ALL Physical Education (PE) Courses-Course Specific	District, Regional or BOCES-developed	Naples Central School District Developed PE Assessment-Grade K-1
ALL Physical Education (PE) Courses-Course Specific	District, Regional or BOCES-developed	WFL BOCES Developed PE Assessment-Grade 3-6
ALL Physical Education (PE) Courses-Course Specific	District, Regional or BOCES-developed	Naples Central School District Developed PE Assessment-Grade 7-12
All Art Courses-Course Specific	District, Regional or BOCES-developed	WFL BOCES Developed Art Assessment-Grade K-6
All Art Courses-Course Specific	District, Regional or BOCES-developed	Naples Central School District Developed Art Assessment-Grade 7-12
Economics/Participation in Government	District, Regional or BOCES-developed	Naples Central School District Developed Economics/Participation in Government Assessment-Grade 12
Keyboarding	District, Regional or BOCES-developed	Naples Central School District Developed Keyboarding Assessment-Grade 9-12
Family Consumer Science (FCS)	District, Regional or BOCES-developed	WFL BOCES Developed FCS Assessment-Grade 7-8
All Media Center Courses-Course Specific	District, Regional or BOCES-developed	WFL BOCES Developed Media Center Assessment-Grade K-12
All Special Education (SE) Courses-Course Specific	District, Regional or BOCES-developed	WFL BOCES Developed SE Assessment-ELA and Math Grade 1-3

All Special Education (SE) Courses-Course Specific	District, Regional or BOCES-developed	Naples Central School District Developed SE Assessment-ELA and Math Grade K, 4-6
All Special Education (SE) Courses-Course Specific	District, Regional or BOCES-developed	Naples Central School District Developed SE Math and Science Assessment-Grade 7-8
All Reading Courses-Course Specific	District, Regional or BOCES-developed	Naples Central School District Developed Reading Assessment-Grade 1-6
	District, Regional or BOCES-developed	
	District, Regional or BOCES-developed	

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.	The Teachers and Principal will collaborate to establish Individualized Student Growth Targets using the pre-assessment baseline data given in the first five (5) weeks of the school year. The HEDI score will be based on the percentage of students who meet or exceed the Individualized Student Growth Target. A corresponding 0-20 points will be used to determine a HEDI score using the conversion chart referenced below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 pts=96-100% 19pts=90-95% 18pts=86-89%
Effective (9 - 17 points) Results meet District goals for similar students.	17pts=85% 16pts=84% 15pts=83% 14pts=82% 13pts=81% 12pts=79-80% 11pts=78% 10pts=77% 9pts=76%
Developing (3 - 8 points) Results are below District goals for similar students.	8pts=75% 7pts=74% 6pts=72-73% 5pts=70-71% 4pts=68-69% 3pts=66-67%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2pts=60-65% 1pt=50-59% 0pt=Less than 50%

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.

(No response)

2.12) Locally Developed Controls

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

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

No other adjustments, controls, or other special considerations will be used in setting targets.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

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

Checked

3. Local Measures (Teachers)

Created Tuesday, October 09, 2012

Updated Wednesday, November 14, 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	6(ii) School wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
5	6(ii) School wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science

6	6(ii) School wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
7	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
8	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9

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.	<p>The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades 4-6 ELA to assess teachers 15 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 3-6 ELA; Math; and Grade 4 Science. These averages will be averaged all together to assign a HEDI score.</p> <p>The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades 7-8 ELA to assess teachers 15 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 7-8 ELA; Math; and the percentage of students reaching proficiency level of 65% or higher on the five (5) Regents exams=Comprehensive English, Global History and Geography, US History and Government, Living Environment, and Algebra 1. These averages will be averaged all together to assign a HEDI score.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 pts=96-100% 14 pts=90-95%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 pts=85-89% 12 pts=80-84% 11 pts=75-79% 10 pts=70-74% 9 pts=65-69% 8 pts=60-64%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 pts=55-59% 6 pts=50-54% 5 pts=45-49% 4 pts=40-44% 3 pts=35-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts=24-34% 1 pt=13-23% 0 pts=0-12%

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
5	6(ii) School wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
6	6(ii) School wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
7	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
8	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9

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.	<p>The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades 4-6 Math to assess teachers 15 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 3-6 ELA; Math; and Grade 4 Science. These averages will be averaged all together to assign a HEDI score.</p> <p>The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades 7-8 Math to assess teachers 15 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 7-8 ELA; Math; and the percentage of students reaching proficiency level of 65% or higher on the five (5) Regents exams=Comprehensive English, Global History and Geography, US History and Government, Living Environment, and Algebra 1. These averages will be averaged all together to assign a HEDI score.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 pts=96-100% 14 pts=90-95%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement	13 pts=85-89% 12 pts=80-84%

for grade/subject.	11 pts=75-79% 10 pts=70-74% 9 pts=65-69% 8 pts=60-64%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 pts=55-59% 6 pts=50-54% 5 pts=45-49% 4 pts=40-44% 3 pts=35-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts=24-34% 1 pt=13-23% 0 pts=0-12%

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

described in 1) or 2), above

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
1	6(ii) School-wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
2	6(ii) School-wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
3	6(ii) School-wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science

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	The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades K-3 ELA to assess teachers 20 point HEDI score by averaging the
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graphic at 3.13, below.	percentage of students reaching proficiency levels 3 and 4 on each of the Grades 3-6 ELA; Math; and Grade 4 Science. These averages will be averaged all together to assign a HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts=98-100% 19 pts=94-97% 18 pts=90-93%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts=86-89% 16 pts=82-85% 15 pts=79-81% 14 pts=76-78% 13 pts=72-75% 12 pts=68-71% 11 pts=65-67% 10 pts=62-64% 9 pts=60-61%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts=56-59% 7 pts=52-55% 6 pts=48-51% 5 pts=44-47% 4 pts=39-43% 3 pts=35-38%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts=23-34% 1 pt=11-22% 0 pts=0-10%

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
1	6(ii) School-wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
2	6(ii) School-wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
3	6(ii) School-wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science

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	The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades K-3 Math to assess
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	teachers 20 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 3-6 ELA; Math; and Grade 4 Science. These averages will be averaged all together to assign a HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts=98-100% 19 pts=94-97% 18 pts=90-93%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts=86-89% 16 pts=82-85% 15 pts=79-81% 14 pts=76-78% 13 pts=72-75% 12 pts=68-71% 11 pts=65-67% 10 pts=62-64% 9 pts=60-61%
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts=56-59% 7 pts=52-55% 6 pts=48-51% 5 pts=44-47% 4 pts=39-43% 3 pts=35-38%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts=23-34% 1 pt=11-22% 0 pts=0-10%

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
7	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
8	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9

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.	The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grade 6 Science to assess teachers 20 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4
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on each of the Grades 3-6 ELA; Math; and Grade 4 Science. These averages will be averaged all together to assign a HEDI score.
 The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades 7-8 Science to assess teachers 20 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 7-8 ELA; Math; and the percentage of students reaching proficiency level of 65% or higher on the five (5) Regents exams=Comprehensive English, Global History and Geography, US History and Government, Living Environment, and Algebra 1. These averages will be averaged all together to assign a HEDI score.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts=98-100% 19 pts=94-97% 18 pts=90-93%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts=86-89% 16 pts=82-85% 15 pts=79-81% 14 pts=76-78% 13 pts=72-75% 12 pts=68-71% 11 pts=65-67% 10 pts=62-64% 9 pts=60-61%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts=56-59% 7 pts=52-55% 6 pts=48-51% 5 pts=44-47% 4 pts=39-43% 3 pts=35-38%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts=23-34% 1 pt=11-22% 0 pts=0-10%

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	6(ii) School wide measure computed locally	NYS Assessment achievement goal Grade 3-6 ELA and Math; Grade 4 Science
7	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
8	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9

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.	<p>The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grade 6 Social Studies to assess teachers 20 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 3-6 ELA; Math; and Grade 4 Science. These averages will be averaged all together to assign a HEDI score.</p> <p>The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades 7-8 Social Studies to assess teachers 20 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 7-8 ELA; Math; and the percentage of students reaching proficiency level of 65% or higher on the five (5) Regents exams=Comprehensive English, Global History and Geography, US History and Government, Living Environment, and Algebra 1. These averages will be averaged all together to assign a HEDI score.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>20 pts=98-100%</p> <p>19 pts=94-97%</p> <p>18 pts=90-93%</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>17 pts=86-89%</p> <p>16 pts=82-85%</p> <p>15 pts=79-81%</p> <p>14 pts=76-78%</p> <p>13 pts=72-75%</p> <p>12 pts=68-71%</p> <p>11 pts=65-67%</p> <p>10 pts=62-64%</p> <p>9 pts=60-61%</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>8 pts=56-59%</p> <p>7 pts=52-55%</p> <p>6 pts=48-51%</p> <p>5 pts=44-47%</p> <p>4 pts=39-43%</p> <p>3 pts=35-38%</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>2 pts=23-34%</p> <p>1 pt=11-22%</p> <p>0 pts=0-10%</p>

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
Global 2	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
American History	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9

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.	The Teacher and the Principal will collaborate to establish proficiency benchmarks for High School Social Studies to assess teachers 20 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 7-8 ELA; Math; and the percentage of students reaching proficiency level of 65% or higher on the five (5) Regents exams=Comprehensive English, Global History and Geography, US History and Government, Living Environment, and Algebra 1. These averages will be averaged all together to assign a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts=98-100% 19 pts=94-97% 18 pts=90-93%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts=86-89% 16 pts=82-85% 15 pts=79-81% 14 pts=76-78% 13 pts=72-75% 12 pts=68-71% 11 pts=65-67% 10 pts=62-64% 9 pts=60-61%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts=56-59% 7 pts=52-55% 6 pts=48-51% 5 pts=44-47% 4 pts=39-43% 3 pts=35-38%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	2 pts=23-34% 1 pt=11-22%

for grade/subject.

0 pts=0-10%

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
Earth Science	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
Chemistry	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
Physics	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9

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.	The Teacher and the Principal will collaborate to establish proficiency benchmarks for High School Science to assess teachers 20 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 7-8 ELA; Math; and the percentage of students reaching proficiency level of 65% or higher on the five (5) Regents exams=Comprehensive English, Global History and Geography, US History and Government, Living Environment, and Algebra 1. These averages will be averaged all together to assign a HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts=98-100% 19 pts=94-97% 18 pts=90-93%

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts=56-59%
	7 pts=52-55%
	6 pts=48-51%
	5 pts=44-47%
	4 pts=39-43%
	3 pts=35-38%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts=86-89%
	16 pts=82-85%
	15 pts=79-81%
	14 pts=76-78%
	13 pts=72-75%
	12 pts=68-71%
	11 pts=65-67%
	10 pts=62-64%
	9 pts=60-61%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts=23-34%
	1 pt=11-22%
	0 pts=0-10%

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
Geometry	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
Algebra 2	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9

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	The Teacher and the Principal will collaborate to establish proficiency benchmarks for High School Math to assess
---	---

<p>this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>teachers 20 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 7-8 ELA; Math; and the percentage of students reaching proficiency level of 65% or higher on the five (5) Regents exams=Comprehensive English, Global History and Geography, US History and Government, Living Environment, and Algebra 1. These averages will be averaged all together to assign a HEDI score.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>20 pts=98-100% 19 pts=94-97% 18 pts=90-93%</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 pts=86-89% 16 pts=82-85% 15 pts=79-81% 14 pts=76-78% 13 pts=72-75% 12 pts=68-71% 11 pts=65-67% 10 pts=62-64% 9 pts=60-61%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 pts=56-59% 7 pts=52-55% 6 pts=48-51% 5 pts=44-47% 4 pts=39-43% 3 pts=35-38%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 pts=23-34% 1 pt=11-22% 0 pts=0-10%</p>

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9

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.	The Teacher and the Principal will collaborate to establish proficiency benchmarks for High School English Language Arts to assess teachers 20 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 7-8 ELA; Math; and the percentage of students reaching proficiency level of 65% or higher on the five (5) Regents exams=Comprehensive English, Global History and Geography, US History and Government, Living Environment, and Algebra 1. These averages will be averaged all together to assign a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts=98-100% 19 pts=94-97% 18 pts=90-93%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts=86-89% 16 pts=82-85% 15 pts=79-81% 14 pts=76-78% 13 pts=72-75% 12 pts=68-71% 11 pts=65-67% 10 pts=62-64% 9 pts=60-61%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts=56-59% 7 pts=52-55% 6 pts=48-51% 5 pts=44-47% 4 pts=39-43% 3 pts=35-38%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts=23-34% 1 pt=11-22% 0 pts=0-10%

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses and subjects not listed above Grades 7-12	6(ii) School wide measure computed locally	NYS Assessment achievement goal 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9

3 pts=35-38%

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

2 pts=23-34%

1 pt=11-22%

0 pts=0-10%

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/191779-y92vNseFa4/Locally Selected 15 Point Scales.pdf

3.14) Locally Developed Controls

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

No other adjustments, controls, or other special considerations will be used in setting targets.

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.

No teachers will have more than one locally selected measure. All teachers K-12 in the District will receive the same local measure score.

3.16) Assurances

Please check all of the boxes below:

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

3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, October 09, 2012

Updated Wednesday, November 14, 2012

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4.1) Teacher Practice Rubric

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

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

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

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	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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.

Framework for Observations and Ratings for the 60%

a) 60% of the composite effectiveness score shall be based on teacher observations and the summative meeting. As part of the observation process, teachers may showcase artifacts pertaining to any element of the rubric for consideration by an administrator during pre and post observation conferences and during the summative meeting. Any documentation provided should specifically indicate which standard, indicator, and element that the teacher feels it addresses.

b) For announced observations, there will be a pre-observation meeting, and a post-observation meeting. For unannounced observations, there will be a post-observation meeting. There will be a final meeting prior to the last scheduled teacher work day to calculate and discuss as much of the final APPR score as is available. The evaluator will communicate the final HEDI rating once the 20% State Growth scores and 15%/20% Local Measures become available, and within 10 days after the first day of school in

September.

c) Steps to Calculate the 60% Score:

1. Evaluator observes teacher using the NYSUT Rubric.
2. Following each observation, the evaluator determines ratings earned for each observed indicator for each element under a given Standard, following discussion with the teacher. Evidence not observed through the formal observation process may be presented through teacher artifacts that would ensure that each standard was identified annually. The ratings given for each Standard will be recorded on the Score Chart for Multiple Measures of Teaching Practices. The teacher and the evaluator will each keep a copy of the chart. This chart is a record of all observations, and artifacts supporting elements and indicators not observed. Administrators will provide the evidence to justify scores on the NYSUT Rubric Shortened Chart (tagging the evidence) and the NYSUT Rubric (showing score for each tagged evidence).
3. Calculation will be completed at the summative conference. At the summative conference, the total points earned per Standard are averaged.
4. HEDI category for the 60% Multiple Measures is determined using the conversion chart.

Observations

Observations (announced or unannounced) will be conducted from September 15 through May 15. Unannounced observations will not be conducted the day before or the day after a scheduled school break (e.g.: Thanksgiving, Winter Recess, Spring Break, etc.) unless requested by the teacher.

There will be a maximum of one (1) announced observation that lasts a full class period and one (1) unannounced observation that lasts fifteen minutes for all tenured unit members. There will be a maximum of one (1) announced observation that lasts a full class period each and four (4) unannounced fifteen minute observation for all non-tenured unit members.

1. Announced Observation:

Scheduling of the announced observation will occur cooperatively between the administrator and unit member. One observation (announced or unannounced) for all tenured unit members must be completed by January 30 of each school year. The announced observation and one unannounced observation for all non-tenured unit members must be completed by January 30th of each school year. The remaining observations for all non-tenured unit members must be completed by April 30 of each school year. a)

Pre-observation meeting:

The pre-observation meeting will take place no more than four (4) school days prior to the scheduled observation.

b) Classroom Observation:

If the administrator or unit member is unable to meet the scheduled observation time and date, or the administrator is unable to stay for the entire scheduled time period, that observation will be rescheduled. The person who cancels an observation or the administrator who is unable to stay the entire period has the responsibility to reschedule the observation.

c) Post-observation meeting

The post-observation meeting will be scheduled no more than five (5) school days following the lesson that was observed. The purpose of this meeting will be to discuss the evidence that was collected during the lesson observation. In the post-conference meeting the teacher and evaluator will collaborate, reflect, and make every effort to come to consensus regarding scores.

2. Unannounced Observations:

Unannounced observations will last for a minimum of fifteen (15) minutes of any class period. The post-observation conference shall be scheduled no more than five (5) days following the unannounced observation.

3. Other (Applies to tenured teachers only)

A teacher may request further observations (unannounced), up to three (3), with the higher score taking precedence over a lower score.

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

<assets/survey-uploads/5091/191899-eka9yMJ855/Forms and Charts.zip>

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59-60 points earned on the scoring chart
Effective: Overall performance and results meet NYS Teaching Standards.	57-58 points earned on the scoring chart
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56 points earned on the scoring chart
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49 points earned on the scoring chart

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	1
4.6) Observations of Probationary Teachers Informal/Short	4
4.6) Observations of Probationary Teachers Enter Total	5

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 Friday, September 21, 2012

Updated Wednesday, November 14, 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 student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, October 09, 2012

Updated Wednesday, November 14, 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/5265/192163-Df0w3Xx5v6/TIP%20Template\[1\]revised.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. The Evaluation Appeals Procedure (See Commissioner's Regulation 30-2.6 and 30-2.11):

1. For the purpose of this article, "days" is defined as days when the district office is open.

2. If, due to extenuating circumstances, the teacher is not able to stay within the timeline for any step of an appeal, the parties agree to extend the deadline accordingly. It is understood that the teacher will make every effort to initiate or continue the appeal process in a timely manner, and it will still be timely and expeditious.

3. Teachers can only appeal composite ratings of “ineffective” or “developing.” This is the only procedure for challenging composite ratings. Under Education Law 3012-c, the following subjects may be appealed:

- (1) the school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
- (2) the adherence to the Commissioner’s regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) the school district’s issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law 3012-c.

4. A teacher cannot file multiple appeals on the same performance review; thus, all issues must be raised at the time the appeal is filed, or are deemed waived.

5. The teacher bears the burden of proving by substantial evidence that the evaluation should be overturned. All appeals must be commenced and advanced to the next step within the timelines or are deemed waived, and are not subject to review in any other forum.

6. STEP 1: The teacher begins an appeal with the evaluator of record. The teacher must attempt to resolve the appeal informally within ten (10) days of receipt of the composite score through a conference with the lead evaluator.

7. STEP 2: If issues are not resolved to the teacher’s satisfaction through the informal step, the teacher can choose to appeal to the next level, but must do so within five (5) days of the informal conference. The teacher must submit the appeal in writing to the Superintendent’s office and must include a detailed explanation of the basis for the appeal, including any documents that support the appeal. The evaluator shall be given a copy of the appeal documents and may submit a response within five (5) days of receipt of said copy. The Superintendent’s office will refer the appeal papers to each member of the Evaluation Appeals Committee (EAC) within five (5) days. The EAC is composed of one person selected by the Superintendent, one person selected by the NTA and one person jointly selected by the NTA and the Superintendent. The jointly-selected member must be an active NYS certified educator trained in the NYSUT rubric. None of the committee members can be the appealing teacher or the evaluator. The EAC will review the paperwork submitted on the appeal and will render a decision to the lead evaluator, the appellant, the NTA President, and the Superintendent within ten (10) days of the written submission. The EAC will reach a decision by a unanimous vote. If the vote is to uphold the appeal, the decision of the evaluator of record is overturned and the EAC will order an adjustment to the teacher’s composite score. If the vote is to deny the appeal, the decision of the evaluator of record stands. If a unanimous vote is not reached, the EAC shall summarize the opposing viewpoints in writing and submit this document to the lead evaluator, the appellant, the NTA President and the Superintendent.

8. STEP 3: If a unanimous vote is not reached, the Superintendent reviews the EAC’s findings and follows with a decision within ten (10) days of receipt of the EAC’s submission.

9. If the Superintendent upholds the appeal, the District will take necessary steps to revise the composite score accordingly. If the Superintendent denies the appeal, the decision of the evaluator of record stands. The decision of the superintendent 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.

EVALUATOR TRAINING

6.1 The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the Network Team Leader attending Network Team Institutes to provide evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (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;
- (4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher’s practice;
- (5) Application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers, 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 locally selected measures of student achievement used by the district evaluate its teachers;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology 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 overall rating and their subcomponent ratings; and
- (9) Specific considerations in evaluating teachers of English language learners and students with disabilities.

The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES

Network Team will be utilized to provide the training and recertification as needed. Any individual who fails to achieve required training or

certification or re-certification, as applicable, shall not conduct or complete evaluations.

All NCS administrators have been participating in ongoing inter-rater reliability training as provided by the Network Team Leader and/or BOCES Network Team, and schedules are already in place for continued training throughout the coming year.

The district has hired a shared BOCES Data Coordinator to handle all data required as part of the APPR Plan.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, September 21, 2012

Updated Wednesday, November 14, 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-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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 by the criteria given above
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	State Growth Measures
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	State Growth Measures
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	State Growth Measures
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	State Growth Measures

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)

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Updated Wednesday, November 14, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-6	(d) measures used by district for teacher evaluation	NYS Assessment achievement goal Grades 3-6 ELA and Math; Grade 4 Science
7-12	(d) measures used by district for teacher evaluation	NYS Assessment achievement goal Grades 7-8 ELA and Math; Grade 8 Science; Regents assessments including Comprehensive English 11, Global History and Geography 10, US History and Government 11, Living Environment 10, Algebra I 9

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades PK-6 to assess principals 15 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 3-6 ELA; Math; and Grade 4 Science. These averages will be averaged all together to assign a HEDI score.</p> <p>The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades 7-12 to assess principals 15 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 7-8 ELA; Math; and the percentage of students reaching proficiency level of 65% or higher on the five (5) Regents exams=Comprehensive English, Global History and Geography, US History and Government, Living Environment, and Algebra 1. These</p>
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averages will be averaged all together to assign a HEDI score.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.
15 pts=96-100%
14 pts=90-95%

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.
13 pts=85-89%
12 pts=80-84%
11 pts=75-79%
10 pts=70-74%
9 pts=65-69%
8 pts=60-64%

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.
7 pts=55-59%
6 pts=50-54%
5 pts=45-49%
4 pts=40-44%
3 pts=35-39%

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.
2 pts=24-34%
1 pt=13-23%
0 pts=0-12%

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/5366/180318-qBFVOWF7fC/Locally Selected 15 Point Scales.pdf](#)

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

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

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

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

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

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance

level (e.g., Level 1, Level 2)

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades PK-6 to assess principals 20 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 3-6 ELA; Math; and Grade 4 Science. These averages will be averaged all together to assign a HEDI score.
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The Teacher and the Principal will collaborate to establish proficiency benchmarks for Grades 7-12 to assess principals 20 point HEDI score by averaging the percentage of students reaching proficiency levels 3 and 4 on each of the Grades 7-8 ELA; Math; and the percentage of students reaching proficiency level of 65% or higher on the five (5) Regents exams=Comprehensive English, Global History and Geography, US History and Government, Living Environment, and Algebra 1. These averages will be averaged all together to assign a HEDI score.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=98-100% 19 points=94-97% 18 points=90-93%
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=86-89% 16 points=82-85% 15 points=79-81% 14 points=76-78% 13 points=72-75% 12 points=68-71% 11 points=65-67% 10 points=62-64% 9 points=60-61%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=56-59% 7 points=52-55% 6 points=48-51% 5 points=44-47% 4 points=39-43% 3 points=35-38%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=23-34% 1 point=11-22% 0 points=0-10%

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

(No response)

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

[assets/survey-uploads/5366/180318-T8MIGWUVm1/Locally Selected 15 Point Scales.pdf](#)

8.3) Locally Developed Controls

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

No other adjustments, controls, or other special considerations will be used in setting targets.

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 Principals will have more than one locally selected measure. All Principals K-12 in the District will receive the same local measure score.

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 Friday, September 21, 2012

Updated Wednesday, November 14, 2012

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The points will be assigned as follows:

35% of the 60 points will be based on Observation of Principal, by Principal Evaluator (Superintendent and/or Designee), observing teachers:

20% of the points of the 35% will be based on the principals' interactions observing a non-tenured teacher: This will include the pre-conference, observation, and post-conference.

15% of the points of the 35% will be based on the principals' interactions observing a tenured teacher: This will include the pre-conference, observation, and post-conference.

This 35% of the 60 points will be weighted and based on Domain D=Supervision, Evaluation, and Professional Development by averaging the observed sub-components on a scale of 1-4 and then all will be averaged to get an overall Domain score of 1-4.

25% of the 60 Points will be based on a portfolio of school documents submitted to the Superintendent during a Year End Summary Conference with the Principal that provides evidence that the Principal has met each of the ISLLC Standards using the Marshall Rubric referenced. Evidence will be collected through joint or team walkthroughs (Superintendent and Principal(s) that may include a focus on instruction, leadership and/or management.

This 25% of the 60 points will be weighted and based on Domains A=Diagnosis and Planning; B=Priority Management; C=Curriculum and Data; E=Discipline and Family Involvement; F=Management and External Relations by averaging the observed sub-components in each Domain on a scale of 1-4 and then all will be averaged to get an overall Domain score of 1-4.

This will be followed by each Domain being averaged together for one final score. The final 1-4 score will then be converted into a HEDI score of 0-60 points using the conversion chart attached.

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

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

1.) The principal and superintendent shall conduct a joint or team critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15, including identification of actions to be taken to address components and district resources to be made available to the principal and building.

2.) No later than May 31, 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.

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

Final evaluations shall be provided to principals on 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 receipt of those achievement results.

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

assets/survey-uploads/5143/180319-pMADJ4gk6R/ConversionTable

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

Highly Effective: Overall performance and results exceed standards.	59-60 points earned on the rubric scoring chart
Effective: Overall performance and results meet standards.	57-58 points earned on the rubric scoring chart
Developing: Overall performance and results need improvement in order to meet standards.	50-56 points earned on the rubric scoring chart
Ineffective: Overall performance and results do not meet standards.	0-49 points earned on the rubric scoring chart

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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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	50-56
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, September 21, 2012

Updated Wednesday, November 14, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/180327-Df0w3Xx5v6/Principalimproveplan.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:

*Naples Central School District
Principal APPR Appeal Process*

CHALLENGES IN AN APPEAL:

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

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

RATINGS THAT MAY BE APPEALED:

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

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

BURDEN OF PROOF

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

TIME FRAME FOR FILING APPEAL

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

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

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

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

TIMEFRAME 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 school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a district designee from the WFL BOCES will be assigned to hear the appeal.

The parties agree that:

- a. The WFL BOCES designee shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the assistant superintendent is selected.*
- b. The hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.*
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.*
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.*
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

DECISION

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

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

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

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

OTHER

- 1. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
- 2. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The School district Superintendent (CSO) is the Lead Principal Evaluator. The CSO is also the Lead Network Team Equivalent and has therefore attended every Network Team Institute from August 2011 through current (most recently October 10-11, 2012). In addition, the Lead Evaluator/CSO has attended several LEAF workshops, NYSSBA events, and NYSCOSS events to ensure inter-rater reliability and validity. The CSO has attended many of these trainings with colleagues in the BOCES to provide additional assurance for inter-rater reliability and validity.

Each Network Team Institute training has been turn-keyed back in district with both principals so that they have a clear understanding regarding the expectations for the evaluation. Likewise, this training has helped the principal articulate their goals as they align with the 60 points.

The Board of Education, based on the documentation provided that reflects the completion of trainings aligned with the evaluation process, will certify the CSO as the Lead Evaluator for the principals.

The process outlined above will be used to certify lead evaluators, as well as re-certifying lead evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, October 15, 2012

Updated Wednesday, November 14, 2012

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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/5581/196266-3Uqgn5g9Iu/resubmit12.0.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.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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.

LOCAL SELECTED GROWTH MEASURES

15 & 20 Point Scales

15 Point Scale – “Value-Added”

Local Measure of Student Achievement	Percentage of Students Meeting Achievement
15	96-100
14	90-95
13	85-89
12	80-84
11	75-79
10	70-74
9	65-69
8	60-64
7	55-59
6	50-54
5	45-49
4	40-44
3	35-39
2	24-34
1	13-23
0	0-12

20 Point Scale – All Other Teachers

Local measure of Student Achievement	Local Measure of Student Achievement
20	98-100
19	94-97
18	90-93
17	86-89
16	82-85
15	79-81
14	76-78
13	72-75
12	68-71
11	65-67
10	62-64
9	60-61
8	56-59
7	52-55
6	48-51
5	44-47
4	43-39
3	35-38
2	23-34
1	11-22
0	0-10

Teacher Improvement Plan (TIP): _____ **(Teacher Name)**

Date of Hire:

Building:

Subject:

Areas Needing Improvement	Action Steps	Timeline for Completion	Success Indicators

TIP Progress Monitoring Conference(s)

Date:	Date:	Date:	Date:	Date:
Comments/Evidence:	Comments/Evidence:	Comments/Evidence:	Comments/Evidence:	Comments/Evidence:

Teacher's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

LOCAL SELECTED GROWTH MEASURES

15 & 20 Point Scales

15 Point Scale – “Value-Added”

Local Measure of Student Achievement	Percentage of Students Meeting Achievement
15	96-100
14	90-95
13	85-89
12	80-84
11	75-79
10	70-74
9	65-69
8	60-64
7	55-59
6	50-54
5	45-49
4	40-44
3	35-39
2	24-34
1	13-23
0	0-12

20 Point Scale – All Other Teachers

Local measure of Student Achievement	Local Measure of Student Achievement
20	98-100
19	94-97
18	90-93
17	86-89
16	82-85
15	79-81
14	76-78
13	72-75
12	68-71
11	65-67
10	62-64
9	60-61
8	56-59
7	52-55
6	48-51
5	44-47
4	43-39
3	35-38
2	23-34
1	11-22
0	0-10

LOCAL SELECTED GROWTH MEASURES

15 & 20 Point Scales

15 Point Scale – “Value-Added”

Local Measure of Student Achievement	Percentage of Students Meeting Achievement
15	96-100
14	90-95
13	85-89
12	80-84
11	75-79
10	70-74
9	65-69
8	60-64
7	55-59
6	50-54
5	45-49
4	40-44
3	35-39
2	24-34
1	13-23
0	0-12

20 Point Scale – All Other Teachers

Local measure of Student Achievement	Local Measure of Student Achievement
20	98-100
19	94-97
18	90-93
17	86-89
16	82-85
15	79-81
14	76-78
13	72-75
12	68-71
11	65-67
10	62-64
9	60-61
8	56-59
7	52-55
6	48-51
5	44-47
4	43-39
3	35-38
2	23-34
1	11-22
0	0-10

Appendix E

LIST OF ARTIFACTS FOR 60% MULTIPLE MEASURES OF TEACHING PRACTICE (WITH CORRESPONDING NYS TEACHING STANDARDS)

Teachers may use any of the following items listed below as artifacts of teaching to support the standards:

Peer Observation (non-evaluative)

Communication with parents/guardians -

- letters
- newsletters
- web pages
- e-mails
- documented phone conversations

Activities outside the classroom -

- clubs
- coaching
- serving on professional committees/ active involvement in professional organizations
- chaperoning
- student council activities

Collaboration -

- co-teaching
- sponsorship of a student teacher
- mentoring
- Collaborating on the development of new programs and instructional methods
- participating in school/college teacher development partnerships
- participating in school/community partnerships

Professional Growth -

- courses taken
- conferences
- workshops
- serving on district or school leadership committees
- participation in faculty meetings, department meetings, child study team, other building-level committees
- websites/technology exploration
- engaging in research projects
- participating in development of regional assessments
- participating in regional/local scoring of State assessments
- reading a book, viewing a video or webinar that will benefit in one of the following: *Student Achievement, Increase Knowledge or Application of Standards, Increase Awareness of student social/emotional well-being, Instructional Methodology*
- Participate in study groups such as “Critical Friends” activities, structured guided reflection activities focused on student learning
- pursuing National Board certification or re-certification (as candidate or provider)
- Sabbaticals related to content specialty or enhancement of pedagogy
- publishing in educational journals
- presenting at a conference or workshop

Student Development -

- surveys to determine student interests, learning styles, etc.
- student self-assessments
- differentiated teaching approaches

Content/Preparation -

- a lesson plan
- Common Core Standards unit or lesson plan
- checklist of Common Core Standards addressed
- assessment tools
- progress records
- curriculum development - local or statewide

Student showcase -

- case study showing progress of 1 or a few students including student work samples, pre/post tests, student reports, etc. This can also be done as collaborative activity between teachers.

Other - any evidence the teacher can share with the evaluator, verbal or written, that covers any NYS Teaching Standard I through VII.

Multiple Measures of Teaching Practice – 60%

Overall Rubric Average Score (1-4)	Rating	60 Point Distribution for Composite Score (Out of 60)
3.5-4.0	Highly Effective	59-60
2.5-3.4	Effective	57-58
1.5-2.4	Developing	50-56
1.0-1.4	Ineffective	0-49

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49

Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

***NYSUT's Teacher Practice Rubric
Aligned with the
New York State Teaching Standards***

http://usny.nysed.gov/rttt/teachers-leaders/practicrubrics/Docs/NYSUT_Rubric.pdf

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.

NYSED Indicators	<i>Evidence Collected During the 2012/2013 School Year</i>
<p><i>Element I.1:</i> Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.</p> <p><i>Element I.2:</i> Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.</p> <p><i>Element I.3:</i> Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.</p> <p><i>Element I.4:</i> Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.</p> <p><i>Element I.5:</i> Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.</p> <p><i>Element I.6:</i> Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.</p>	<p>Announced Observation #1: 9/27/12 (Pre-Ob 9/27/12)</p>

Standard II: 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.

<p>NYSED Indicators</p>	<p><i>Evidence Collected During the 2012/2013 School Year</i></p>
<p><i>Element II.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).</i></p> <p><i>Element II.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.</i></p> <p><i>Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.</i></p> <p><i>Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.</i></p> <p><i>Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.</i></p> <p><i>Element II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.</i></p>	<p>Announced Observation #1: 9/27/12 (Pre-Ob 9/27/12)</p>

Standard III: Instructional Practice. Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

<p>NYSED Indicators</p>	<p><i>Evidence Collected During the 2012/2013 School Year</i></p>
<p><i>Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.</i></p> <p><i>Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.</i></p> <p><i>Element III.3: Teachers set high expectations and create challenging learning experiences for students.</i></p> <p><i>Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.</i></p> <p><i>Element III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.</i></p> <p><i>Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.</i></p>	<p>Announced Observation #1: 9/27/12 (Pre-Ob 9/27/12)</p>

Standard IV: Learning Environment. Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

NYSED Indicators	<i>Evidence Collected During the 2012/2013 School Year</i>
<p><i>Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.</i></p> <p><i>Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.</i></p> <p><i>Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.</i></p> <p><i>Element IV.4: Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.</i></p>	<p>Announced Observation #1: 9/27/12 (Pre-Ob 9/27/12)</p>

Standard V: Assessment for Student Learning. Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

NYSED Indicators	<i>Evidence Collected During the 2012/2013 School Year</i>
<p><i>Element V.1: Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.</i></p> <p><i>Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.</i></p> <p><i>Element V.3: Teachers communicate information about various components of the assessment system</i></p> <p><i>Element V.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it</i></p>	<p>Announced Observation #1: 9/27/12 (Pre-Ob 9/27/12)</p>

<p><i>and plan instruction accordingly.</i></p> <p>Element V.5: <i>Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.</i></p>	
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Standard VI: Professional Responsibilities and Collaboration. Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

<p>NYSED Indicators</p>	<p><i>Evidence Collected During the 2012/2013 School Year</i></p>
<p>Element VI.1: <i>Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.</i></p> <p>Element VI.2: <i>Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.</i></p> <p>Element VI.3: <i>Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.</i></p> <p>Element VI.4: <i>Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.</i></p> <p>Element VI.5: <i>Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.</i></p>	<p>Announced Observation #1: 9/27/12 (Pre-Ob 9/27/12)</p>

Standard VII: Professional Growth. Teachers set informed goals and strive for continuous professional growth.

NYSED Indicators	<i>Evidence Collected During the 2012/2013 School Year</i>
<p><i>Element VII.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.</i></p> <p><i>Element VII.2: Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.</i></p> <p><i>Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.</i></p> <p><i>Element VII.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.</i></p>	<p>Announced Observation #1: 9/27/12 (Pre-Ob 9/27/12)</p>

NYSUT's Teacher Practice Rubric Placemat

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.

Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Element I.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.

Element I.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Element I.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Element I.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Element I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Standard II: 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.

Element II.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).

Element II.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.

Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.

Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Element II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Standard III: Instructional Practice. Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Element III.3: Teachers set high expectations and create challenging learning experiences for students.

Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

Element III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Standard IV: Learning Environment. Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.

Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.

Element IV.4: Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

Standard V: Assessment for Student Learning. Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Element V.1: Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Element V.3: Teachers communicate information about various components of the assessment system

Element V.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

Element V.5: Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Standard VI: Professional Responsibilities and Collaboration. Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Element VI.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Element VI.5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Standard VII: Professional Growth. Teachers set informed goals and strive for continuous professional growth.

Element VII.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Element VII.2: Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Element VII.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

***NYSUT's Teacher Practice Rubric
Aligned with the
New York State Teaching Standards***

http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/NYSUT_Rubric.pdf

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.

It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century Skills in the planning and preparation of their lessons.

Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

NYSED Indicators: *Describe orally and in writing an understanding of the developmental characteristics of their students; create developmentally appropriate lessons that address student learning differences and needs; Teachers implement lessons and modify instruction based upon student developmental needs.*

A	<i>Describes developmental characteristics of students</i>	
B	<i>Creates developmentally appropriate lessons</i>	

Element I.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.

NYSED Indicators: *Design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student. Design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student. Teachers explain their instructional decisions citing current research.*

A	<i>Uses strategies to support learning and language acquisition</i>	
B	<i>Uses current research</i>	

Element I.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

NYSED Indicators: *Vary and modify instruction to meet the diverse learning needs of each student. Create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.*

A	<i>Meets diverse learning needs of each student</i>	
B	<i>Plans for student strengths, interests, and experiences</i>	

Element I.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

NYSED Indicators: *Communicate directly with each student's parents, guardians, and/or caregivers. Use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.*

A	<i>Communicates with parents, guardians, and/or caregivers.</i>	
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Element I.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

NYSED Indicators: *Incorporate a knowledge and understanding of the school community when planning and implementing instruction. Incorporate an understanding of their students' strengths and limitations and the environmental factors that influence their students' learning. Attend to individual students' personal and family experiences by incorporating multiple perspectives when discussing content.*

A	<i>Incorporates the knowledge of school community and environmental factors</i>	
B	<i>Incorporates multiple perspectives</i>	

Element I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

NYSED Indicators: *Use technological tools and a variety of communication strategies to engage each student. Assist students to become knowledgeable and critical consumers and users of quality information.*

A	<i>Understands technological literacy</i>	
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Element II.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).

NYSED Indicators: *Incorporate key concepts during instruction through the use of multiple representations and explanations. Engage students to use key disciplinary language with comprehension through instruction. Demonstrate the effective use of current developments in pedagogy and content. Design learning experiences that foster student understanding of key disciplinary themes. Demonstrate knowledge of the learning standards and their application throughout their instruction and practice.*

A	<i>Understands key concepts and themes in the discipline</i>	
B	<i>Understands key disciplinary language</i>	
C	<i>Uses current developments in pedagogy and content</i>	
D	<i>Understands learning standards</i>	

Element II.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.

NYSED Indicators: *Facilitate students' ability to develop diverse social and cultural perspectives. Incorporate perspectives from varied disciplines and use and model interdisciplinary skills in their instruction. Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration. Create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.*

A	<i>Incorporates diverse social and cultural perspectives</i>	
B	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
C	<i>Incorporates disciplinary and cross disciplinary learning experiences</i>	

Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.

NYSED Indicators: *Design instruction that reflects the multiple experiences, strengths, and learning needs of students. Adapt instruction in response to various levels of student understanding. Make meaningful connections between content and students' life experiences. Create opportunities for students to engage in self-directed learning.*

A	<i>Designs instruction to meet diverse learning needs of students</i>	
B	<i>Designs learning experiences that connect to students' life experiences</i>	
C	<i>Designs self-directed learning experiences</i>	

Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

NYSED Indicators: *Design learning experiences that are aligned with learning standards. Articulate clear learning objectives that align with learning standards. Include opportunities for students to achieve learning goals in a variety of ways.*

A	<i>Aligns learning standards</i>	
B	<i>Articulates learning objectives/goals with learning standards</i>	

Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

NYSED Indicators: *Determine current levels of student understanding and knowledge of content through questioning techniques, discussion, and other methods. Address common misconceptions in the content area through instructional methods. Design learning experiences that connect students' prior knowledge and instruction.*

A	<i>Designs instruction using current levels of student understanding</i>	
B	<i>Designs learning experiences using prior knowledge</i>	

Element II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

NYSED Indicators: *Organize physical space to reflect an awareness of learner needs and curricular goals. Incorporate a knowledge and understanding of technology in their lessons to enhance student learning. Organize and effectively use time to achieve learning goals. Select and adapt curricular materials to align with state standards and meet diverse learning needs. Access appropriate resources to meet specific learning differences or needs.*

A	<i>Organizes physical space</i>	
B	<i>Incorporates technology</i>	
C	<i>Organizes time</i>	
D	<i>Selects materials and resources</i>	

Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

NYSED Indicators: *Align instruction to standards. Implement instruction proven to be effective in prior research. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.*

A	<i>Aligns instruction to standards</i>	
B	<i>Uses research-based instruction</i>	
C	<i>Engages students</i>	

Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

NYSED Indicators: *Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

A	<i>Provides directions and procedures</i>	
B	<i>Uses questioning techniques</i>	
C	<i>Responds to students</i>	
D	<i>Communicates content</i>	

Element III.3: Teachers set high expectations and create challenging learning experiences for students.

NYSED Indicators: *Articulate high expectations for all students. Students have a clear understanding of measures of success. Teachers challenge and support all students by incorporating various instructional strategies, experiences and resources.*

A	<i>Establishes high expectations</i>	
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B	<i>Articulates measures of success</i>	
C	<i>Implements challenging learning experiences</i>	

Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

NYSED Indicators: *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

A	<i>Differentiates instruction</i>	
B	<i>Implements strategies for mastery of learning outcomes</i>	

Element III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

NYSED Indicators: *Students synthesize and express ideas both in written and oral formats. Students work effectively with others, including those from diverse groups and with opposing points of view. Students make decisions, solve problems, and take actions as appropriate.*

A	<i>Provides opportunities for collaboration</i>	
B	<i>Provides synthesis, critical thinking, and problem-solving</i>	

Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

NYSED Indicators: *Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.*

A	<i>Uses formative assessment</i>	
B	<i>Provides feedback during and after instruction</i>	
C	<i>Adjusts pacing</i>	

Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

NYSED Indicators: *Caring and respectful in interactions with students. Embrace student diversity as an asset in the classroom. Recognize and reinforce positive interactions among students. Create a climate of acceptance and respect. Create an environment where students feel a sense of responsibility to one another.*

A	<i>Interactions with students</i>	
B	<i>Supports student diversity</i>	
C	<i>Reinforces positive interactions among students</i>	

Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.

NYSED Indicators: *Encourage students to set high standards and expectations for their own performance. Motivate students to initiate their own learning and strive to achieve challenging learning goals. Promote students' curiosity and enthusiasm for learning. Students are actively engaged in learning. Students openly express their ideas. Students show pride in their work and accomplishments.*

A	<i>Establishes high expectations for achievement</i>	
B	<i>Promotes student curiosity and enthusiasm</i>	

C	<i>Promotes student pride in work and accomplishments</i>	
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Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.

NYSED Indicators: *Establish, communicate, and maintain clear standards and expectations for student behavior. Develop, implement, and adapt routines and procedures to manage activities and transitions. Facilitate instructional groupings to maximize student participation, cooperation, and learning. Students exhibit respectful classroom interactions.*

A	<i>Establishes expectations for student behavior</i>	
B	<i>Establishes routines, procedures and transitions</i>	
C	<i>Establishes instructional groups</i>	

Element IV.4: Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

NYSED Indicators: *Arrange and adapt the physical environment to accommodate individual and group learning needs. Ensure that all students have equitable access to available resources and technologies. Effectively use the services and skills of available volunteers and paraprofessionals. Know and implement policies and procedures to ensure classroom safety.*

A	<i>Organizes the physical environment</i>	
B	<i>Manages volunteers and/or paraprofessionals</i>	
C	<i>Establishes classroom safety</i>	

Element V.1: Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

NYSED Indicators: Use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction. Use formative assessment to inform teaching and learning. Use summative assessment to measure and record student achievement. Design assessments that are aligned with curricular and instructional goals. Design and adapt assessments that accurately determine mastery of skills and knowledge. Use multiple measures and multiple formats, including available technology, to assess and document student performance. Implement required assessment accommodations.

A	<i>Uses assessments to establish learning goals and inform instruction</i>	
B	<i>Measures and records student achievement</i>	
C	<i>Aligns assessments to learning goals</i>	
D	<i>Implements testing accommodations</i>	

Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

NYSED Indicators: Analyze data accurately. Provide timely feedback to students to engage them in self-reflection and self-improvement. Use assessment data to set goals and design and differentiate instruction. Engage students in self-assessment of their learning goals, strategies, and outcomes.

A	<i>Analyzes assessment data</i>	
B	<i>Uses assessment data to set goals and provide feedback to students</i>	
C	<i>Engages students in self-assessment</i>	

Element V 3: Teachers communicate information about various components of the assessment system

NYSED Indicators: Provide access to information on assessments. Provide appropriate information and interpretation of various assessment data.

A	<i>Accesses and interprets assessments</i>	
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Element V.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

NYSED Indicators: *Demonstrate an understanding of assessment measures, grading, and procedures. Teachers develop a plan for their overall assessment system. Use their plans and assessment data to adjust teaching and assessment practices.*

A	<i>Understands assessment measures and grading procedures</i>	
B	<i>Establishes an assessment system</i>	

Element V.5: Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

NYSED Indicators: *Communicate the purposes of the assessments they use. Prepare all students for the demands of particular assessment formats and provide accommodations, including appropriate accommodations in testing conditions for students with exceptional learning needs. Articulate assessment criteria to students and provide parameters for success. Students practice various formats of assessments using authentic curriculum. Equip students with assessment skills and strategies.*

A	<i>Communicates purposes and criteria</i>	
B	<i>Provides preparation and practice</i>	
C	<i>Provides assessment skills and strategies</i>	

Element VI.1: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

NYSED Indicators: *Demonstrate a high standard for honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public. Are proactive and advocate to meet the needs of students. Use self-reflection and stakeholder feedback to inform and adjust professional behavior. Advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources. Complete training in response to State and local requirements and jurisdictions.*

A	<i>Demonstrates ethical, professional behavior</i>	
B	<i>Advocates for students</i>	
C	<i>Demonstrates ethical use of information and Information technology</i>	
D	<i>Completes training to comply with State and local requirements an jurisdictions.</i>	

Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

NYSED Indicators: *Support and promote the shared school and district vision and mission to support school improvement. Participate actively as a part of an instructional team. Share information and best practices with colleagues to improve practice. Demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context. Collaborate with others both within and outside the school to support student growth, development, and learning. Collaborate with the larger community to access and share learning resources*

A	<i>Supports the school as an organization with a vision and mission</i>	
B	<i>Participates on an instructional team.</i>	
C	<i>Collaborates with the larger community</i>	

Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

NYSED Indicators: *Invite families, guardians and caregivers to share information to enhance and increase student development and achievement. Communicate student performance and progress in various ways and provide opportunities for discussion. Suggest strategies and ways in which families can participate in and contribute to their student’s education.*

A	<i>Engages families</i>	
B	<i>Communicates student performance</i>	

Element VI.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

NYSED Indicators: *Collect required data and maintain timely and accurate records (e.g. plan books, lunch counts, attendance records, student records, etc.). Manage their time and attendance in accordance with established guidelines. Maintain classroom and school resources and materials. Participate in school and district events.*

A	<i>Maintains records</i>	
B	<i>Manages time and attendance</i>	
C	<i>Maintains classroom and school resources and materials</i>	
D	<i>Participates in school and district events</i>	

Element VI.5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

NYSED Indicators: *Communicate relevant regulations and policies to stakeholders. Maintain confidentiality regarding student records and information. Report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies. Adhere to board policies, district procedures, and contractual obligations. Access resources to gain information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.*

A	<i>Communicates policies</i>	
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B	<i>Maintains confidentiality</i>	
C	<i>Reports concerns</i>	
D	<i>Adheres to policies and contractual obligations</i>	
E	<i>Accesses resources</i>	

Element VII.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

NYSED Indicators: *Examine and analyze formal and informal evidence of student learning. Recognize the effect of their prior experience and possible biases on practice. Use acquired information to identify strengths and weaknesses and to plan professional growth.*

A	<i>Reflects on evidence of student learning</i>	
B	<i>Reflects on biases</i>	
C	<i>Plans professional growth</i>	

Element VII.2: Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

NYSED Indicators: *Set goals to enhance personal strengths and address personal weaknesses in teaching practice. Engage in opportunities for professional growth and development.*

A	<i>Sets goals</i>	
B	<i>Engages in professional growth</i>	

Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

NYSED Indicators: *Demonstrate a willingness to give and receive constructive feedback to improve professional practice. Participate actively as part of an instructional team to improve professional practice. Receive, reflect and act on constructive feedback from others in an effort to improve their own professional practice.*

A	<i>Gives and receives constructive feedback</i>	
B	<i>Collaborates</i>	

Element VII.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

NYSED Indicators: *Benefit from, contribute to, or become members of appropriate professional organizations. Access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning. Expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.*

A	<i>Accesses professional memberships and resources</i>	
B	<i>Expands knowledge base</i>	

Appendix D Pre-Observation Form

Annual Professional Performance Review - Pre-Observation (2012-2013)

**Naples Central School
Naples, NY 14512**

Teacher: _____

Date: _____

Subject/Grade: _____

Date and Time of Pre-Observation: _____

Date and Time of Observation: _____

Briefly describe the lesson to be observed:

1. What are the lesson objectives?

2. What instructional and student engagement strategies will be used?

3. Which of the New York State & Common Core learning standards will this lesson cover?

4. How will you assess student understanding? What will you do if students do/do not understand the material?

5. On which Teaching Standards would you like the evaluator to concentrate?

6. How would you describe the student make-up of your classroom (ie. students with special needs, learning styles, etc.)?

Appendix B “Score Chart for Multiple Measures of Teaching Practice.”

Score Chart for Multiple Measures of Teaching Practice – the 60%

NYS STANDARDS	Announced Observation Evidence Score	Unannounced Observation #1 Evidence Score	Unannounced Observation #2 Evidence Score (nontenured)	Unannounced Observation #3 Evidence Score (nontenured)	Unannounced Observation #4 Evidence Score (nontenured)	Other Evidence (artifacts, communication logs, etc.)	Total of Columns 1,2 & 6 (tenured) & total columns 1-6 (non-tenure) divided by the # of observed elements per standard	Final score
Standard 1 Knowledge of Student and Student Learning								
Standard 2 Knowledge of Content and Instructional Practice								
Standard 3 Instructional Practice								
Standard 4 Learning Environment								
Standard 5 Assessment for student Learning								
Standard 6 Professional responsibilities and Collaboration								
Standard 7 Professional Growth								
							TOTAL	
							TOTAL ÷ 7	
							HEDI SCORE (use conversion chart)	

Teacher Improvement Plan (TIP): _____ **(Teacher Name)**

Date of Hire:

Building:

Subject:

Areas Needing Improvement	Action Steps	Timeline for Completion	Success Indicators

TIP Progress Monitoring Conference(s)

Date:	Date:	Date:	Date:	Date:
Comments/Evidence:	Comments/Evidence:	Comments/Evidence:	Comments/Evidence:	Comments/Evidence:

Teacher's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature:

Date:

11/14/12

Kelli A. Wood

Teachers Union President Signature:

Date:

Daniel G. Robinson 11/14/12

Administrative Union President Signature: Date:

Matthew J. ... 11/14/12

Board of Education President Signature: Date:

William S. Kelly 11/14/12