



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

Commissioner of Education  
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November 14, 2012

Patricia E. Godek, Superintendent  
North Babylon Union Free School District  
5 Jardine Place  
North Babylon, NY 11703

Dear Superintendent Godek:

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: Thomas Rogers

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

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

# Annual Professional Performance Reviews: 2012-13

Created Tuesday, June 26, 2012

Updated Friday, November 09, 2012

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## 1

### 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 : 580103030000

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

580103030000

#### 1.2) School District Name: NORTH BABYLON UFSD

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

NORTH BABYLON UFSD

#### 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.

(No response)

#### 1.4) Award Classification

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

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

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Friday, May 18, 2012

Updated Friday, November 09, 2012

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### 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	State-approved 3rd party assessment	Discovery Education Assessment Grade K - ELA Assessment
1	State-approved 3rd party assessment	Discovery Education Assessment Grade 1 - ELA Assessment
2	State-approved 3rd party assessment	Discovery Education Assessment Grade 2 - ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The SLOs for grades K-2 ELA utilize State approved third party assessments and the SLO for grade 3 ELA utilizes a state
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	assessment. The third party and the District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For grade 3, the state assessment will be used as a pretest and targets will be set for the third grade State Assessment based on the pretest results. We are establishing individualized growth targets for each student. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded attachment in section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by scale in section 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by scale in section 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by scale in section 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by scale in section 2.11

## 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	NBUFSD District Developed Common Core Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	NBUFSD District Developed Common Core Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	NBUFSD District Developed Common Core Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 SLOs for grades K-2 Math utilize State approved third party assessments and the SLO for grade 3 Math utilizes a state assessment. The District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For grade 3, the state assessment will be used as a pretest and targets
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will be set for the third grade State Assessment based on the pretest results. We are establishing individualized growth targets for each student. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded attachment in section 2.11.

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

A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by scale in section 2.11

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

A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by scale in section 2.11

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

A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by scale in section 2.11

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

A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by scale in section 2.11

## 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	NBUFSD District Developed Grade 6 State Standards Science Assessment
7	District, regional or BOCES-developed assessment	NBUFSD District Developed Grade 7 State Standards Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The SLOs for grades 6-7 Science utilize District-developed assessments and the SLO for grade 8 utilizes a state assessment. The District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For grade 8, the state assessment will be used as a pretest and targets will be set for the 8th Grade State Assessment based on the pretest results. We are establishing individualized growth targets for each student. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI

	growth score for the teacher using the uploaded attachment in section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by scale in section 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by scale in section 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by scale in section 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by scale in section 2.11

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades 6-8 Social Studies utilize District-developed assessments. The District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. We are establishing individualized growth targets for each student. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded attachment in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by scale in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by scale in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by scale in section 2.11

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

A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by scale in section 2.11

## 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	NBUFSD District Developed Grade Level State Standards Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Social Studies Regents Courses will be rigorous and comparable and the same assessment will be used across a grade level or subject. For Global 2 and for American History, state assessments will be used as pretests and targets will be set for the Global 2 and for the American History regents exams based on the pretest results. We are establishing individualized growth targets for each student. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded attachment in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

## 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 SLOs for high school Science regents courses utilize Regents assessments. All assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For Living Environment, Earth Science, Chemistry and Physics, Regents assessments will be used as pretests and targets will be set for the each of these regents exams based on the pretest results. We are establishing individualized growth targets for each student. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded attachment in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

## 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
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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 SLOs for high school Math regents courses utilize Regents assessments. All assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For Algebra 1, Geometry and Algebra 2 Trigonometry, Regents assessments will be used as pretests and targets will be set for the each of these regents exams based on the pretest results. We are establishing individualized growth targets for each student. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded attachment in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

## 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	NBUFSD District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	NBUFSD District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	ELA Regents

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLOs for high school English Language Arts for grades 9 and 10 utilize District-developed assessments and the SLO for ELA Grade 11 utilizes a Regents assessment. All assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. For grade 11 ELA, the state assessment will be used as a pretest and targets will be set for the 11th Grade State Regents exam based on the pretest results. We are establishing individualized growth targets for each student. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded attachment in section 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11</p>

## 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 Art Courses	District, Regional or BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
All Music Courses	District, Regional or BOCES-developed	NBUFSD District Developed Grade Level and Course Specific and Subject Specific Assessment
All Physical Education Courses	District, Regional or BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
All Health Courses	District, Regional or BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
Resource Room 3-8	District, Regional or BOCES-developed	NBUFSD District Developed Grade Level and Specific Assessment
ABA Autism Classes	State Assessment	NYSAA
ESL All grades	State Assessment	NYSESLAT
8th grade Living Environment courses	State Assessment	Living Environment Regents Exam

Library K-5	District, Regional or BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
Self Contained	State Assessment	NYSAA
Alternate Learning Classes K - 12	District, Regional or BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
All Other Courses Not Listed Above	District, Regional or BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment

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 SLOs for the courses listed in 2.10 will be rigorous and comparable. The same assessment will be used across all classrooms in the same course and grade. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the assessment/final examination score to determine growth. Principal/ lead evaluators and teachers will meet to establish growth target based on the pretest baseline data for individual students. The percentage of students that meet or exceed their individualized growth target will correspond to a 0 to 20 HEDI growth score for the teacher using the uploaded attachment in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the growth target as established by the scale in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A rating of effective is attributed to a teacher whose students' growth performance is between 62% and 84% as established by the scale in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A rating of developing is attributed to a teacher whose students' growth performance is between 55% and 61% as established by the scale in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A rating of ineffective is attributed to a teacher whose students' growth performance is below 55% as established by the scale in section 2.11

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

## 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.

*Historically, ELL and SWD students have underperformed compared to the other subgroups. This constitutes the reason for the controls further described. If teachers have more than 20% of their class consisting of ELL or SWD students or more than 20% of both categories of students ELL and SWD combined then they will receive 1 additional point to their final SLO score. If teachers have more than 40% of their class consisting of ELL or SWD students or more than 40% of both categories of students ELL and SWD combined then they will receive 2 additional points to their final SLO score. In no case will a teacher receive more than two additional points on any of their sub-component scores.*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	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

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

Checked

### 3. Local Measures (Teachers)

Created Friday, May 18, 2012

Updated Friday, November 09, 2012

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 4 Level ELA Common Core Assessment
5	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 5 Level ELA Common Core Assessment

6	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 6 Level ELA Common Core Assessment
7	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 7 Level ELA Common Core Assessment
8	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 8 Level ELA Common Core Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The District developed assessments for ELA grades 4-8 will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher on the final. The percentage passing will then be converted to a scale score of 0 to 15 points as shown in section 3.3 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.3

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 4 Level Math Common Core Assessment
5	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 5 Level Math Common Core Assessment

6	5) District, regional, or BOCES–developed assessments	NBUFSD District Grade 6 Level Math Common Core Assessment
7	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 7 Level Math Common Core Assessment
8	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 8 Level Math Common Core Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The District developed assessments for Math grades 4-8 will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher on the final. The percentage passing will then be converted to a scale score of 0 to 15 points as shown in section 3.3 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.3

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/131103-rhJdBgDruP/Section 3 NB Conversion Teacher 15 point\_1.docx*

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Discovery Education Grade K - ELA Assessment
1	4) State-approved 3rd party assessments	Discovery Education Grade 1 - ELA Assessment
2	4) State-approved 3rd party assessments	Discovery Education Grade 2 - ELA Assessment
3	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Third Grade Common Core ELA Common Core Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The 3rd party final assessments for grades K-2 ELA and the District developed final assessment for grade 3 ELA will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher on the final. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade K Math Common Core Assessment
1	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed First Grade Math Common Core Assessment
2	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Second Grade Math Common Core Assessment
3	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Third Grade Math Common Core Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District developed assessments for grades K- 3 Math will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher on the final. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

### 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
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6	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 6 State Standards Science Final Assessment
7	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 7 State Standards Science Final Assessment
8	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 8 State Standards Science Final Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District developed assessments for grades 6-8 Science will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher on the final. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

### 3.7) Grades 6-8 Social Studies

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The District developed assessments for grades 6-8 Social Studies will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher on the final. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.</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>A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13</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	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade Level State Standards Global 1 Social Studies Assessment
Global 2	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade Level State Standards Global 2 Social Studies Assessment
American History	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade Level State Standards American History Social Studies Final Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District developed assessments for high school social studies will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher on the final. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES-developed assessments	NBUFSD District Developed Grade Level State Standards Living Environment Final Assessment
Earth Science	5) District, regional, or BOCES-developed assessments	NBUFSD District Developed Grade Level State Standards Earth Science Final Assessment
Chemistry	5) District, regional, or BOCES-developed assessments	NBUFSD District Developed Grade Level State Standards Science Chemistry Final Assessment
Physics	5) District, regional, or BOCES-developed assessments	NBUFSD District Developed Grade Level State Standards Physics Final Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District developed assessments for high school science will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher on the final. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade Level State Standards Algebra 1 Final Assessment
Geometry	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade Level State Standards Geometry Final Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade Level State Standards Algebra 2 Final Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District developed assessments for high school math will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a passing score of 65 out of 100 or higher on the final. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 9 State Standards ELA Final Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 10 State Standards ELA Final Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	NBUFSD District Developed Grade 11 State Standards ELA Final Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District developed assessments for high school English Language Arts will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher on the final. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

### 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 Art courses	5) District/regional/BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
All Music courses	5) District/regional/BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
All Physical Education courses	5) District/regional/BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
All Health courses	5) District/regional/BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
Resource Room 3-8	5) District/regional/BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
ABA Autism class	5) District/regional/BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
ESL All Grades	5) District/regional/BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment
8th grade Living Environment courses	5) District/regional/BOCES-developed	NBUFSD District Developed Grade Level and Course Specific Assessment

Library K-5	5) District/regional/BOCES–developed	NBUFSD District Developed Grade Level and Course Specific Assessment
Self-Contained	5) District/regional/BOCES–developed	NBUFSD District Developed Grade Level and Course Specific Assessment
Alternate Learning Classes K-12	5) District/regional/BOCES–developed	NBUFSD District Developed Grade Level and Course Specific Assessment
All Other Courses Not Listed Above	5) District/regional/BOCES–developed	NBUFSD District Developed Grade Level and Course Specific Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District developed assessments for all other courses listed in section 3.12 will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. In order to determine the percentage of students that met the established target achievement, we will calculate the percentage of students that passed the district developed final assessment by receiving a score of 65 out of 100 or higher on the final. This percentage will be converted to a scale score of 0 to 20 points as shown in section 3.13 (see chart). For a teacher to receive at least an effective rating we expect that at least 62% of his/her students will pass the final year district developed assessment with a score of 65 or higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A rating of highly effective is attributed to a teacher for whom at least 85% of the students meet the achievement target as established by the scale in section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of effective is attributed to a teacher whose students' achievement performance is between 62% and 84% as established by the scale in section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of developing is attributed to a teacher whose students' achievement performance is between 55% and 61% as established by the scale in section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A rating of ineffective is attributed to a teacher whose students' achievement performance is below 55% as established by the scale in section 3.13

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/5139/131103-y92vNseFa4/Section 3 NB Conversion Teacher Local Other\_1.docx*

### 3.14) Locally Developed Controls

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

*Historically, ELL and SWD students have under-performed compared to the other subgroups. This constitutes the reason for the controls further described. If teachers have more than 20% of their class consisting of ELL or SWD students or more than 20% of both categories of students ELL and SWD combined then they will receive 1 additional point to their final achievement score. If teachers have more than 40% of their class consisting of ELL or SWD students or more than 40% of both categories of students ELL and SWD combined then they will receive 2 additional points to their final achievement score. In no case will a teacher receive more than two additional points on any of their sub-component scores.*

### 3.15) Teachers with More Than One Locally Selected Measure

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

*For those teachers teaching multiple courses the percentage will be proportionally calculated and one score will result.*

### 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 Friday, May 18, 2012

Updated Friday, November 09, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(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]	45
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	15

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.

#### SCORING:

*The District APPR Committee has recommended assigning points to each domain as follows:*

*Domain 1: up to 16 points*

*Domain 2: up to 13 points*

*Domain 3: up to 16 points*

*Total maximum = 45 points*

*Domain 4: up to 15 points (structured review of artifacts)*

*The ratings for Domains 1, 2, and 3 will be based on an average of all formal observations, and the ratings for Domain 4 will be based upon the structured review of artifacts conducted at the summative conference.*

*45 POINTS:*

*RATING OBSERVATIONS:*

*Step 1: At the conclusion of each formal observation cycle, the administrator will rate each component in Domains 1, 2, and 3 on the HEDI performance scale using the component-specific point assignment sheet that will be uploaded. This point assignment sheet assigns greater weight to some components than others, based on committee recommendations. All component ratings will be added, resulting in a maximum score of 45 points for each observation.*

*TENURED TEACHERS:*

*For Domains 1-3, the scores for all formal observations for tenured teachers will be averaged to yield a final score of up to 45 points (minimum of two formal observations per tenured teacher).*

*NON-TENURED TEACHERS:*

*The scores for the formal observations will be averaged to yield a final score of up to 45 points (minimum of four per non-tenured teacher). However, if the teacher has shown incremental growth throughout the year, the principal will have the right to average just the two final scores, in order to yield a higher "multiple measures" score.*

*15 POINTS:*

*RATING THE STRUCTURED REVIEW OF ARTIFACTS--ALL TEACHERS:*

*Toward the end of the year, each teacher will meet with his or her administrator for a summative conference that will include a structured review of artifacts of teaching. At that session, the teacher will present evidence of his or her effectiveness in the Domain 4 components, and then the administrator will rate Domain 4 based on the evidence that is presented, and based on the shared analysis that takes place. Teachers are encouraged to collect such evidence over the course of the school year. A sample list of artifacts is appended. Artifacts from Domains 1-3 may be used to serve as evidence for Domain 4 components as appropriate. For instance, refined lesson plans or units may be submitted to show evidence of teacher growth (4e). Non-tenured teachers will incorporate their completed professional portfolios into their presentation of artifacts. MAXIMUM POSSIBLE SCORE FOR DOMAIN 4 = 15*

*The average of observation scores and the Domain 4 achieved points will be added together to arrive at the multiple measures HEDI component score (up to a maximum of 60 points)*

*STUDENT TEACHING INCENTIVE*

*In order to encourage teachers to accept student teachers as part of their participation in the Professional Development School program, each participating teacher who successfully completes the 1 year program will receive an automatic score of 3 on Subcomponent E of Domain 4. This will be integrated into the teacher's final score for Domain 4.*

*Total Rubric Score*

*Ineffective 0-37*

*Developing 38-56.9*

*Effective 57-58.9*

*Highly Effective 59-60*

*Rounding rules will be applied at the end of the final composite APPR calculation.*

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/5091/131121-eka9yMJ855/Section 4 -Danielson Teacher 60 points chart with artifacts list final version.docx*

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teacher performance and results are well above professional expectations, as defined by the Distinguished level of the Danielson rubric. Some of the characteristics that would be in evidence include students taking a lead role in the learning process, and teacher responsiveness in planning, environment, and instruction to the needs of individual students.
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher performance and results meet district and professional standards as defined by the Proficient level of the Danielson rubric. Typically this would involve most students' needs being met most of the time, with the teacher being responsive to the needs of each class. Teaching practice is professional with clear evidence of solid planning, an environment conducive to student learning, coherent instructional delivery, and attention to all professional responsibilities.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers performing at the developing level are not fully meeting district or state professional standards, as described by the Basic performance level in the Danielson rubric. It is likely that students achieving at this level would be inconsistent in their performance, or only meet some students' needs.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers performing at this level are engaging in professional practice that is far below state expectations. Their professional practice generally impedes learning. Specific behaviors would be those described within the unsatisfactory performance level on the Danielson rubric.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58.9
Developing	38-56.9
Ineffective	0-37

#### 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	4
4.6) Observations of Probationary Teachers   Informal/Short	0
4.6) Observations of Probationary Teachers   Enter Total	4

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?

- 
- Not Applicable
- 

#### 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	2
4.7) Observations of Tenured Teachers   Informal/Short	0
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?

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- Not Applicable
-

# 5. Composite Scoring (Teachers)

Created Friday, May 18, 2012

Updated Friday, November 09, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59-60
Effective	57-58.9
Developing	38-56.9
Ineffective	0-37

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 Friday, May 18, 2012

Updated Friday, November 09, 2012

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### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

*assets/survey-uploads/5265/131142-Df0w3Xx5v6/TIP Final\_2.doc*

#### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*North Babylon Appeals of Annual Performance Evaluation Procedures*

*The following appeal process was negotiated between the North Babylon School District and the North Babylon Teachers' Organization for tenured teachers who have been rated "ineffective".*

## *Appeal of Teacher Evaluation*

- a. The complete composite (total) score for the APPR shall be provided to the teacher as soon as practicable, but no later than ten days after the release of the state provided 20 percent. The teacher's rating and score on the 60 percent other measures of teacher effectiveness shall be computed and provided to the teacher, in writing, by no later than five days before the end of the school year. The teacher's rating and score on the 20 percent locally-selected measures of teacher effectiveness shall be computed and provided to the teacher, in writing, no later than 10 days after the date the exams were recorded for which the teacher is being evaluated. The purpose of this notification is to give teachers sufficient time to assess their practice and plan accordingly. In the event a teacher receives an ineffective or developing rating, the NBTO shall receive notice within five (5) days of the ineffective or developing rating of that teacher's composite score. In the event said teacher does not want the NBTO to be apprised of said ratings, they shall sign a waiver stating such choice.*
- b. Within five (5) days of the receipt of the final annual summative from the administrator, the teacher may appeal the summative evaluation, in writing, to the building administrator. The appeal must be hand delivered to the building administrator, and the administrator must date and time stamp it.*
- c. The written appeal shall articulate in detail the basis of the appeal to the building administrator. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:*
- i. the school district's adherence to the standards and methodologies required for such review pursuant to Section 3012-c of the Education Law;*
  - ii. the school district's adherence to the Regulations of the Commissioner and compliance with and/or implementation of the terms of the teacher's improvement plan;*
  - iii. the school district's adherence to the timelines as outlined in the APPR document.*
- d. Within five (5) days of receipt of the appeal, the building administrator shall render his or her determination, in writing, with respect to the appeal. These time frames may be extended by mutual agreement of the parties but will not exceed 60 days. This process will be timely and expeditious.*
- e. If the appeal is not settled at step d, or an answer has not been received by the teacher in the given time specified in step d, the teacher may within five business days submit the same in writing to the Committee on Appeals. This committee make up shall be:*
- i. Two tenured administrators, certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrators appointed shall not be the administrator who authored the evaluation.*
  - ii. Two tenured teachers appointed by the President of the Association or his/her designee.*
- f. The committee will meet and render its decision by majority vote within ten school days of notification of the appeal.*
- g. If the teacher is not satisfied with the committee's decision or the committee could not get a majority, the appeal will be forwarded to the Superintendent of Schools or designee within 10 school days. Upon receipt of the decision of the committee, the Superintendent of Schools or designee will have ten (10) school days to render a decision.*
- h. The decision of the Superintendent of Schools or designee shall not be grievable, arbitrable, or reviewable in any other forum.*
- i. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law section 3020-a.*
- j. Performance ratings of "ineffective" are the only ratings subject to appeal. Teachers who receive a rating of "highly effective", "effective" or "developing" shall not be permitted to appeal their rating. Teachers are permitted to attach a rebuttal.*
- k. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher's improvement plan.*
- l. This appeal shall continue until a successor plan is agreed upon by the parties.*

## **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.

*In order to certify the administration the following topics and training sessions/ discussions were addressed or scheduled:*

*Lead Evaluator Training  
North Babylon Schools*

- (1) NYS Teaching Standards*
- (2) evidence-based observation techniques*
- (3) student growth percentile model and value-added growth models*
- (4) use of a State-approved teacher rubric*
- (5) use of District teacher assessment tools*
- (6) use of locally selected measures of student achievement (when selected)*
- (7) use of the Statewide Instructional Reporting System*
- (8) SED scoring methodology for teacher performance ratings*
- (9) evaluation of teachers of English language learners and students with disabilities.*

*North Babylon administrators have been working together on evidence-based teacher observation and evaluation since September, 2009. They have had Danielson training and have informally incorporated use of the Danielson rubrics into existing district forms since that time. During the 2011-12 school year, administrators had in-district training (provided by an SED NTI trainer) regarding the connections between #1 (NYS Teaching Standards) and #4 (use of a State-approved teacher rubric). This was specifically addressed at the October 12, 2011 session, during which participants cross-walked the NYS Teaching Standards and the Danielson rubric. Evidence based summative evaluation report writing was a major focus for the August 26, 2011 session, during which all participants were guided in a self-assessment of their own work samples.*

*During the 2011-12 school year, the administrators had multiple experiences in enhancing their observations through an increased focus on evidence-based observation techniques (#2). Videos were analyzed and collaborative scoring took place to increase inter-rater reliability and accuracy. For instance, on March 5, 2012, the administrators had experience using evidence-based observation techniques to code a 3rd grade literacy lesson and work through the rubric to build accuracy and increase their focus on objective evidence. .*

*On May 7, 2012 the training focused on bullet #9, evaluation of teachers of English language learners and students with disabilities. This session provided an intense review of the work of Diane August and Peter Kozik, as well as a cross walk of SIOP teaching strategies to the Danielson Framework for Teaching.*

*Assistant Superintendent, Dr. Judith Marino has begun to cover bullet #3, student growth percentile model and value-added growth models, including the SLOs and the use of the State tests to assess teacher performance. The actual crafting of SLOs and local assessments by teachers and administrators (which is well underway) will serve as an ongoing opportunity for administrators to build their knowledge and skill around the student growth percentile model and value-added growth models, as well as Bullet #6. the use of the locally selected measures of student achievement. Dr. Marino will continue this training during the 2012-13 school year, incorporating it into regular administrator meetings.*

*The District completed the development of its new observation and evaluation forms in May 2012. On August 23rd and August 24th administrators participated in workshops where the principal evaluation plan and growth model were reviewed. On August 28, 2012, the administrators participated in training in bullet #5, use of the District teacher assessment tools. At that time, training also addressed bullet #8, the SED scoring methodology for teacher performance ratings.*

*Training bullet #7, use of the Statewide Instructional Reporting System, is ongoing, based on unfolding guidance from SED. The district continues to work closely with the BOCES and schedules administrator meetings, as needed to review Reporting System expectations.*

*I order to re-certify administrators the following is in place:*

*All administrators will be participating in the Danielson Framework for Teaching Proficiency Program this fall unless they were already certified by the Danielson group. At the end of the program, they will take a proficiency test to ensure that they are able to assess teaching performance with accuracy and consistency. Additionally, administrators will have future opportunities to engage in peer discussions and/ or in training sessions of lead evaluators and evaluators throughout the year.*

## **6.5) Assurances -- Evaluators**

Please check the boxes below:

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• Checked

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(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

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• Checked

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## 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	Checked
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the classroom teacher's performance is being measured.	
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 Tuesday, May 22, 2012

Updated Friday, November 09, 2012

## Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		N/A

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.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Wednesday, June 27, 2012

Updated Friday, November 09, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Discovery Education Assessment Grade Specific for K-2 ELA
K-5	(d) measures used by district for teacher evaluation	NBUFSD District Developed Grades K-2 Math Assessments
K-5	(d) measures used by district for teacher evaluation	NBUFSD District Developed Grades 3-5 Math and ELA Assessments
6-8	(d) measures used by district for teacher evaluation	NBUFSD District Developed Grades 6-8 English and Math Assessments
9-12	(d) measures used by district for teacher evaluation	NBUFSD District Developed Grade 11 English and Algebra 1, Geometry and Algebra 2 Math Assessments

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>On the final third party assessments and/or on the local district developed final assessments all principals will be evaluated based on the students meeting or exceeding proficiency target of 65 out of 100 or higher. Based on the overall average percentage of students who meet or exceed the proficiency target a corresponding 0-15 HEDI score will be determined. For K-5 principals an overall proficiency average will be determined for students in grades K-2 taking the Discovery Education assessments for ELA. In addition, a second overall proficiency average will be determined using the scores from the district developed K-2 math assessments. The third proficiency average will be determined using the district developed grades 3-5 math and ELA scores for the district developed assessments. Once all</p>
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three averages are calculated they will be averaged together to compute the overall average score to correspond to the 0-15 point uploaded conversion chart.

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

Principals having 85 to 100% of their students meeting this criteria.

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

Principals having 62 to 84% of their students meeting this criteria.

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

Principals having 55 to 61% of their students meeting this criteria.

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

Principals having below 55% of their students meeting this criteria.

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/5366/146382-qBFVOWF7fC/Section 8 NB Conversion Principal Local.docx*

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

N/A

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

(No response)

### 8.4) Principals with More Than One Locally Selected Measure

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

(No response)

### 8.5) Assurances

Please check all of the boxes below:

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

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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 Wednesday, June 27, 2012  
Updated Friday, November 09, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

*(No response)*

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

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

### 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*Please see attached Principal Evaluation Rubric*

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/5143/146383-pMADJ4gk6R/Section 9 -NB Principal Evaluation for SED\_2 Final Version 2\_1\_1.docx*

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

Highly Effective: Overall performance and results exceed standards.	Exemplary performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.
Effective: Overall performance and results meet standards.	Effective performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.
Developing: Overall performance and results need improvement in order to meet standards.	Less than effective performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.
Ineffective: Overall performance and results do not meet standards.	Unsatisfactory performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among staff and community.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	56.8-60
Effective	50.3-56.7
Developing	37-50.2
Ineffective	0-36

## 9.8) School Visits

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

**Probationary Principals**

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

**Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Wednesday, June 27, 2012

Updated Friday, November 09, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	56.8-60
Effective	50.3-56.7
Developing	37-50.2
Ineffective	0-36

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 Wednesday, June 27, 2012  
Updated Friday, November 09, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/146413-Df0w3Xx5v6/PIP\\_2.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *NORTH BABYLON APPEAL PROCESS FOR PRINCIPALS*

*A. Any principal who receives an ineffective or developing rating on their annual total composite APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools and/or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not*

hear the appeal.

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

*C. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the final document to the principal, in the case of a tenured principal, and fifteen business days of the presentation of the final document to a probationary principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 15 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.*

*D. The Assistant Superintendent or the Superintendent’s administrative designee shall respond to the initial appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Assistant Superintendent or the Superintendent’s administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered preliminary.*

*E. If not satisfied by the preliminary decision the principal may within three (3) school days request a further appeal to a panel that is to consist of two central office administrators (cannot be the person who wrote an evaluation of the principal or decided the initial appeal) and two tenured members of the Association. The panel shall review the preliminary decision, the observations/evaluations and the evidence underlying the observations/evaluations of the principal, as well as all other evidence or documentation submitted by the principal and/or the district. The evidence submitted by the parties shall be presented to panel within ten (10) business days. No hearing shall be held by the panel, however, within five (5) business days of receipt of the appeal the panel may request written clarification of any of the information submitted as part of the original documentation. Upon review of the documentation submitted the panel shall within ten (10) business days of receipt of the appeal issue a written advisory opinion that may recommend upholding, reversing, or modifying the preliminary determination as well as provide recommendations, including but not limited to, adjustments to the principal improvement plan or other corrective actions. The written decision shall be comprehensive and contain a rationale that is supported by facts. The panel’s advisory recommendation shall be transmitted to the Superintendent and Appellant upon completion. The Superintendent shall consider the recommendation of the panel and shall issue a written decision within ten (10) business days thereof. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.*

*F. In the event a majority of the panel is unable to agree upon a decision and recommendation to the Superintendent, it must report that fact to the Superintendent, as soon as possible, but in no event later than the ten (10) business days allotted. Thereafter, an outside retired expert will be chosen to be the deciding vote. The outside expert shall be selected from a list of nine (9) retired administrators willing and qualified to conduct a review from a list provided by Suffolk County Organization for the Promotion of Education (SCOPE). If the parties cannot mutually agree upon an outside expert from the list provided then both parties shall be afforded an equal number of strike outs(4) with the remaining name being the individual selected. The outside expert shall review the submissions submitted, hear the positions of the panelist and issue a majority written advisory decision from the panel within ten (10) business days. The Superintendent shall consider the recommendation of the panel and shall issue a written decision within ten (10) business days thereof. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law*

*G. Procedural objections to the appeal process or PIP plan shall be subject to the grievance procedure within the parties’ collective bargaining agreement.*

*H. The district hereby agrees that due to the uncertainty that exists surrounding the initial introduction of this evaluation process that they will not use an “ineffective” rating received in the 2012-13 school year as the basis, or as evidence, in an expedited 3020-a hearing as outlined in Education Law 3012-c.*

I. Upon separation of employment of the current Superintendent employed as of June 30, 2012, the parties agree to renegotiate all aspects of this appeal process. In the event the parties do not reach an agreement prior to the current Superintendent's separation of employment the parties agree that the above appeal process shall remain in place during successor negotiations; however, the parties agree that during successor negotiations that the decision of the panel as set forth in E and F above shall become final and binding. Upon mutual consent of the parties the current Superintendent after her separation will be designated as the retired outside expert pursuant paragraph F above until such time as a successor agreement.

## 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.

*North Babylon will use the Multidimensional Principal Performance Rubric for administrator evaluations. The certification of lead evaluators and evaluators in North Babylon consisted of the following:*

*As part of our planned professional development, monthly administrative cabinet meetings, and summer workshop, all administrators will participate in interactive activities. These workshops will engage them in the development of goals and targets for domains outlined in the Multidimensional Principal Performance Rubric. Every administrator will collect artifacts in a portfolio that demonstrates their performance in each domain. Administrators will meet with their evaluator three times a year. The initial meeting will focus on developing targets/goals for the year. A mid-year conference will review their progress towards goals. An end-of-year conference will take place during which time the administrator will present their portfolio for review by the principal evaluator and will provide artifacts for each domain supporting their rating in each of the areas. The ISLLC standards will continue to be a focus of administrative training with the purpose of deepening their understanding and further inform their practice.*

*Training that has taken place will certify our lead evaluators. Additional training is planned for the fall of 2012 culminating in an end of year workshop for the purpose of recertification. During the final workshop, administrators will demonstrate and provide evidence of their understanding of the observation process as outlined in Danielson's Framework for Teaching. Planned summer (2013) workshops will afford administrators to further hone their skills as lead evaluators and share their experiences applying the Danielson model and examine examples of artifacts.*

*The principal evaluators have received the following training:*

*Superintendent – Patricia E. Godek*

*Jdl Socratic Solutions:*

*Administrator's Training 8/26/11*

*Administrator's Training 10/5/11*

*Administrator's Training 3/5/12*

*Administrator's Training – APPR -10/5/11*

*Administrator's Training 5/7/12*

*NYSCOSS – New York Council of School Superintendents*

*New Superintendent's Institute - 7/14/11- 7/15/11*

*Fall Leadership Conference – Saratoga Springs 9/25/11 – 9/27/11*

*New Superintendent's Institute – 1/19/12 – 1/20/12*

*Winter Institute - 3/4/12 – 3/6/12*

*Western Suffolk BOCES*

*Principal Evaluator Training - 3/26/12*

*Principal Evaluator Training - 3/27/12*

*Principal Evaluator Training - 4/24/12*

*Principal Evaluator Training - 6/20/12*

*Principal Evaluator Training - 6/27/12*

*Webinar - Getting to Know the Multidimensional Principal Practice Rubric – 6/27/12*

*NYSED*

*Network Training Institute 7/9/12 – 7/13/12*

*Assistant Superintendent for Educational Services - Judith Marino, Ed.D.*

*Jdl Socratic Solutions:*

*Administrator's Training 8/26/11*

APPR Committee Meeting 9/22/11  
Administrator's Training 10/5/11  
APPR Committee Meeting 10/12/11  
Administrator's Training 12/12/11  
APPR Committee Meeting 12/14/11  
APPR Steering Committee Meeting 2/7/12  
Administrator's Training 3/5/12  
APPR Steering Committee Meeting 3/7/12  
APPR Committee Meeting 3/28/12  
APPR Steering Committee Meeting 4/4/12  
APPR Steering Committee Meeting 5/1/12  
APPR Committee Meeting 5/3/12  
Administrator's Training 5/7/12

#### *NYSED*

*Network Institute Summer 8/1/11 to 8/5/11*  
*Network Institute 11/2/11 – 11/30/11*  
*Network Institute 2/8/12 – 2/10/12*  
*Network Institute 7/9/12 – 7/13/12*

#### *Western Suffolk BOCES*

*Principal Evaluator Training - 3/26/12*  
*Principal Evaluator Training - 3/27/12*  
*Principal Evaluator Training - 4/24/12*  
*Principal Evaluator Training - 6/20/12*  
*Principal Evaluator Training - 6/27/12*

*North Babylon has been piloting the Danielson model for observations and evaluations for the past two years. During the 2009-2010, 2010-2011 and 2011-2012 school years administrators, including the Superintendent and Assistant Superintendent for Educational Services who are the District's Principal Evaluators, received training on the Danielson model from JDL Socratic Solutions. To ensure inter-rater reliability, during this year's training, administrators were required to observe numerous clips of teachers delivering instruction and rate them using the Danielson Rubric. As part of our plan, with the full implementation of the Danielson's Framework for Teaching as our observation tool, future teacher observations will be critiqued and the skills for documenting evidence used to support teacher performance honed until all of our administrators are scoring in unison. Our monthly administrative cabinet meetings will have an hour set aside to focus on observation and evaluation techniques using the protocols established by our consultant. Administrators will continue to observe clips of both novice and seasoned teachers, collect data, write up as well as to share their observations with one another in order to ensure or strengthen the inter-rater reliability. Going forward, the District will create peer review teams to provide feedback in a "critical friend" environment. Thus, there will be ongoing training for re-certification and training of lead evaluators and 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

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• Checked

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## 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 Wednesday, June 27, 2012

Updated Friday, November 09, 2012

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/146500-3Uqgn5g9Iu/Joint certification Form for November submission.pdf](assets/survey-uploads/5581/146500-3Uqgn5g9Iu/Joint%20certification%20Form%20for%20November%20submission.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.

<b>Table 1* - Percentage to Points Conversion (20 points) - SLO<sup>1</sup></b>							
HE 100-85 20-18		E 84-62 17-9		D 61-55 8-3		I 54-0 2-0	
100-95	20	84-81	17	61-60	8	54-50	2
94-90	19	80-78	16	59	7	49-40	1
89-85	18	77-76	15	58	6	39-0	0
		75-74	14	57	5		
		73-72	13	56	4		
		71-70	12	55	3		
		69-68	11				
		67-65	10				
<b>For ALL grades and courses in this category</b>		64-62	9	<b>1 – For all courses requiring a SLO</b>			

\*Scores from 0 to 100 will be determined based on the table above and the controls explained below. **For instance**, a teacher who has 62% of his/ her students achieving the growth target of 20% for the course will receive 9 points on their SLO sub-component.

**Controls/ Adjustments for class attendance and for special education, and ELL students will be calculated by teacher as follows:**

If teachers have more than 30% of their class consisting of ELL or SWD students or more than 30% of both categories of students ELL and SWD combined then they will receive 1 additional point to their final SLO score. If teachers have more than 50% of their class consisting of ELL or SWD students or more than 50% of both categories of students ELL and SWD combined then they will receive 2 additional points to their final SLO score. In no case will a teacher receive more than two additional points on any of their sub-component scores.

Table 2- Percentage to Points Conversion (15) - Local Teachers*							
HE 100-85 15-14		E 84-62 13-8		D 61-55 7-3		I 54-0 2-0	
100-92	15	84-80	13	61-60	7	54-50	2
91-85	14	79-75	12	59-58	6	49-40	1
		74-70	11	57	5	39-0	0
		69-67	10	56	4		
		66-64	9	55	3		
		63-62	8				

\*Scores from 0 to 100 will be determined based on the table above and the controls explained below. **For instance**, a teacher who has 62%-63% of his/her students passing the final exam for the course with a score of 65 will receive 8 points on this sub-component.

**Controls/ Adjustments for special education and ELL students will be calculated by teacher as follows:**

If teachers have more than 20% of their class consisting of ELL or SWD students, or more than 20% of both categories of students ELL and SWD combined, then they will receive 1 additional point on their final SLO score. If teachers have more than 40% of their class consisting of ELL or SWD students, or more than 40% of both categories of students ELL and SWD combined, then they will receive 2 additional points on their final SLO score. In no case will a teacher receive more than two additional points on any of their sub-component scores.

Table 3 - Percentage to Points Conversion (20 points) - Other Local* Teachers							
HE 100-85 20-18		E 84-62 17-9		D 61-55 8-3		I 54-0 2-0	
100-95	20	84-81	17	61-60	8	54-50	2
94-90	19	80-78	16	59	7	49-40	1
89-85	18	77-76	15	58	6	39-0	0
		75-74	14	57	5		
		73-72	13	56	4		
		71-70	12	55	3		
		69-68	11				
		67-65	10				
		64-62	9				

\*Scores from 0 to 100 will be determined based on the table above and the controls explained below. **For instance**, a teacher who has 62%-64% of his/her students passing the final exam for the course with a score of 65 will receive 9 points on this sub-component.

**Controls/ Adjustments for special education and ELL students will be calculated by teacher as follows:**

If teachers have more than 20% of their class consisting of ELL or SWD students, or more than 20% of both categories of students ELL and SWD combined, then they will receive 1 additional point on their final SLO score. If teachers have more than 40% of their class consisting of ELL or SWD students, or more than 40% of both categories of students ELL and SWD combined, then they will receive 2 additional points on their final SLO score. In no case will a teacher receive more than two additional points on any of their sub-component scores.

North Babylon School District  
TEACHER IMPROVEMENT PLAN

The purpose of the Teacher Improvement Plan (TIP) is to provide organizational support and assistance to teachers (classroom and all other certified individuals) who are not meeting the State and District's professional performance standards. All who are rated ineffective or developing on their annual summative evaluation will be placed on a Teacher Improvement Plan. Additionally, individuals who may be having difficulty in meeting the New York State Teaching Standards (or analogous professional standards for non-classroom faculty members) may be placed on a TIP during the school year. While the District has a responsibility to remove faculty members who consistently perform below expectations, a major goal of a Teacher Improvement Plan is to provide those who may be experiencing some difficulties with a clear understanding of the specific concerns, and a focused, structured opportunity to become effective. Under the new APPR regulations, the number of faculty members being placed on improvement plans may increase; this should be seen as an opportunity to improve professional skills and not as a prelude to dismissal.

The TIP shall be developed by the district, in consultation with the teacher, the North Babylon Teachers' Association President or designee, and the Assistant Superintendent for Educational Services or his or her designee. It is designed to help a teacher to perform at an effective level. Each TIP will specify the following:

- identification of specific behaviors to be changed related to the District and/or New York State Teaching Standards, with a precise statement of expected outcomes
- a timeline for accomplishing change including the frequency and nature of required observations
- actions that the teacher will take in order to make the desired changes
- specific supports that are available to the teacher, including people, materials, or professional development opportunities, with input from the teacher as to who will provide support
- monitoring/periodic review/evaluation methods



<b>N. BABYLON HEDI FOR 60 POINTS</b>						
			<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>I</b>
<b>16 POINTS</b>	<b>Domain 1</b>					
A.	Demonstrates knowledge of content and pedagogy		<b>3</b>	<b>2.9</b>	<b>2</b>	<b>0</b>
B.	Demonstrates knowledge of students		<b>2.5</b>	<b>2.4</b>	<b>1.5</b>	<b>0</b>
C.	Sets instructional outcomes		<b>3</b>	<b>2.9</b>	<b>2</b>	<b>0</b>
D.	Demonstrates knowledge of resources		<b>2</b>	<b>1.9</b>	<b>1</b>	<b>0</b>
E.	Designs coherent instruction		<b>3</b>	<b>2.9</b>	<b>2</b>	<b>0</b>
F.	Designs student assessments		<b>2.5</b>	<b>2.4</b>	<b>1.5</b>	<b>0</b>
	TOTAL FOR DOMAIN 1					
<b>13 POINTS</b>	<b>Domain 2</b>					
A.	Creates an environment of respect and rapport		<b>2.5</b>	<b>2.4</b>	<b>1.5</b>	<b>0</b>
B.	Establishes a culture for learning		<b>2.5</b>	<b>2.4</b>	<b>1.5</b>	<b>0</b>
C.	Manages classroom procedures		<b>2.5</b>	<b>2.4</b>	<b>1.5</b>	<b>0</b>
D.	Manages student behavior		<b>3</b>	<b>2.9</b>	<b>2</b>	<b>0</b>
E.	Organizes physical space		<b>2.5</b>	<b>2.4</b>	<b>1.5</b>	<b>0</b>
	TOTAL FOR DOMAIN 2					
<b>16 POINTS</b>	<b>Domain 3</b>					
A.	Communicates with students		<b>3</b>	<b>2.9</b>	<b>2</b>	<b>0</b>
B.	Uses questioning & discussion techniques		<b>3.5</b>	<b>3.4</b>	<b>2.5</b>	<b>0</b>
C.	Engages students in learning		<b>3.5</b>	<b>3.4</b>	<b>2.5</b>	<b>0</b>
D.	Uses assessment in instruction		<b>3</b>	<b>2.9</b>	<b>2</b>	<b>0</b>
E.	Demonstrates flexibility and responsiveness		<b>3</b>	<b>2.9</b>	<b>2</b>	<b>0</b>
	TOTAL FOR DOMAIN 3					
<b>15 POINTS</b>	<b>Domain 4</b>					
A.	Reflecting on teaching		<b>3</b>	<b>2.9</b>	<b>2</b>	<b>0</b>
B.	Maintaining accurate records		<b>3</b>	<b>2.9</b>	<b>2</b>	<b>0</b>
C.	Communicating with families		<b>2</b>	<b>1.9</b>	<b>1</b>	<b>0</b>

D.	Participating in a professional community		<b>2</b>	<b>1.9</b>	<b>1</b>	<b>0</b>
E.	Growing and developing professionally		<b>3</b>	<b>2.9</b>	<b>2</b>	<b>0</b>
F.	Showing professionalism		<b>2</b>	<b>1.9</b>	<b>1</b>	<b>0</b>
	<b>TOTAL FOR DOMAIN 4</b>					
	<b>Final score</b>					

Step 1: At the conclusion of each formal observation cycle, the administrator will make a check mark in the appropriate column for each component in Domains 1, 2, and 3. These check marks will be converted to numbers based on this table, and the sums will yield Domain scores.

Step 2: Toward the end of the year, each teacher will meet with the administrator for a structured review of artifacts of teaching. The teachers will present evidence of their effectiveness in the Domain 4 components and the administrator will rate Domain 4 based on the evidence that is presented and the shared analysis that takes place. Teachers are encouraged to collect such evidence over the course of the school year. Artifacts from Domains 1-3 may be serve as evidence for components in Domain 4, i.e., refined lesson plans may show evidence of teacher growth.

Note: Rounding rules will be applied at the end of the final composite APPR calculation for scores that are not integers.

## **North Babylon School District**

### **IN THINKING ABOUT NEW YORK STATE'S "STRUCTURED REVIEW OF TEACHING ARTIFACTS," WHAT CONSTITUTES AN ARTIFACT AND WHAT CONSTITUTES A STRUCTURED REVIEW?**

*Teaching is an incredibly complex and demanding activity. There are innumerable things that teachers do, and products that they produce in the course of their teaching. In order to help teachers and their administrators to reflect on current levels of teaching practice and its impact on students, both individually and as part of a department or grade level, it is important to collect and reflect on sample artifacts of a teacher's practice and of student learning. The following list is meant to help administrators and teacher leaders to think about the kinds of things that might be examined and begin to think about what might be included in "a structured review of teaching artifacts." The items listed below are possible artifacts that may be used. Whatever process is decided on needs to help both teachers and administrators to reflect on*

- *levels of teacher effectiveness across the domains,*
- *evidence of professional growth, and*
- *implications for continuous improvement of teaching and student learning.*

<b>Domain 1: Planning &amp; Preparation</b>
<ul style="list-style-type: none"><li>• Sample lessons and units</li><li>• Curriculum maps; pacing guides, essential questions, enduring understandings</li><li>• Sample assessment tasks, with student work samples and your feedback</li><li>• Homework samples, with student work samples and your feedback</li><li>• Examples of differentiated tasks and/or homework</li><li>• Rubrics for student use</li><li>• Student interest inventories</li><li>• Lists of resources used; outside sources; guest speakers; community resources; technology resources</li></ul>
<b>Domain 2: Classroom Environment</b>
<ul style="list-style-type: none"><li>• Mostly noted through formal and informal classroom observations.</li><li>• Standards of conduct such as class rules or procedures and range of consequences</li><li>• Routines</li><li>• Strategies for student engagement and motivating effort</li></ul>
<b>Domain 3: Instruction</b>
<ul style="list-style-type: none"><li>• Mostly noted through formal and informal classroom observations.</li><li>• Student assignments and assessments with work samples</li><li>• Rubrics</li><li>• Instances of differentiation, i.e., alternate assignments</li><li>• Grouping of students with rationale</li><li>• Student correspondence, for instance through teacher web pages</li></ul>

#### Domain 4: Professional Responsibilities

- Sample communications to and from parents: letters, surveys, newsletters, etc.
- Lists of professional activities in which you have been involved
- Products that have resulted from your collaboration with other teachers
- Any evidence of action research or professional inquiry
- Information on participation in school activities
- Reflections on professional readings
- Reflection on personal professional goals, and progress made
- Reflections on sample lessons or units
- Grade books and other methods of documenting student progress, including student growth portfolios or any case studies

In thinking about the kinds of artifacts you might consider for inclusion in a review process, it will be important to ask what kinds of items and processes can serve to

- illuminate levels of teacher effectiveness,
- help highlight evidence of professional growth during the year, and
- help show how learning has been maximized for each individual student.

Principal: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

**MPPR-Multidimensional Professional Performance Review (60 Points)**  
**(circle number of points in each category)**

<b>DOMAIN 1 – SHARED VISION OF LEARNING</b>				
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
[   ] out of <b>SIX</b> points	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – vision and mission	3	2.85	2.6	0
B. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – school improvement	3	2.85	2.6	0
<b>Evidence:</b>				

<b>DOMAIN 2 –SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM</b>				
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
[   ] out of <b>FIFTEEN</b> points	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – communication, collaboration, learning environment	3	2.85	2.6	0
B. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – curricular program, meaning for students, approaches to supervise instruction & actions towards instructional time	3	2.85	2.6	0
C. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – instructional and leadership capacity, approaches to technologies	3	2.85	2.6	0
D. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – assessment, accountability and student achievement	3	2.85	2.6	0
E. Strategic Planning Process (the implementation and stewardship of goals, decisions and actions) – monitoring/inquiry/ instructional program	3	2.85	2.6	0
<b>Evidence:</b>				

<b>DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT</b>				
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
[ ] out of <b>TWELVE</b> points	HE	E	D	I
A. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – use of human, fiscal and technological resources, leadership	3	2.85	2.6	0
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – school safety	3	2.85	2.6	0
C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – management & operational systems	3	2.85	2.6	0
D. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – time allocation	3	2.85	2.6	0
<b>Evidence:</b>				

<b>DOMAIN 4 - COMMUNITY</b>				
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
[ ] out of <b>NINE</b> points	HE	E	D	I
A. Strategic Planning Process: (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success) – Inquiry, educational environment	3	2.85	2.6	0
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – community engagement	3	2.85	2.6	0
C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – family and caregiver involvement	3	2.85	2.6	0
<b>Evidence:</b>				

<b>DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS</b>				
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
[ ] out of <b>SIX</b> points	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – accountability academic & social, decision making, handling of mandates	3	2.85	2.6	0
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – self awareness, reflective practice, transparency and ethical behaviors, democracy, equity, diversity, individual needs of students	3	2.85	2.6	0
<b>Evidence:</b>				

<b>DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT</b>				
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
[ ] out of <b>THREE</b> points	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – decisions affecting student learning from outside the school, emerging trends or initiatives	1.5	1.35	1.1	0
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – advocates	1.5	1.35	1.1	0
<b>Evidence:</b>				

<b>DOMAIN 7 – GOALS SETTING AND ATTAINMENT</b>				
[ ] out of <b>NINE</b> points	<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>
A. Uncovering Goals – Align, Define	2.25	1.35	1.6	0
B. Strategic Planning – Prioritize, Strategize	2.25	1.35	1.6	0
C. Taking Action – Mobilize, Monitor, Refine	2.25	1.35	1.6	0
D. Evaluating Attainment – Document Insights, Accomplishments, New questions, Implications for Moving Forward, Next Steps	2.25	1.35	1.6	0
<b>Evidence:</b>				

Principal: \_\_\_\_\_

School: \_\_\_\_\_

Growth Factor or SLO (25 OR 20)	Local Measure (20 OR 15)	MPPR Score (60)	Overall Composite Score	Overall Heidi Rating

	<u>MPPR</u>	<u>Overall</u>
Highly Effective	56.8 -60	85-100
Effective	50.3-56.7	62-84
Developing	37-50.2	55-61
Ineffective	0-36	0-54

I have reviewed this document: \_\_\_\_\_ (signature)

Date: \_\_\_\_\_

Evaluation conducted by \_\_\_\_\_ (signature)

Date: \_\_\_\_\_

Note: The final overall rubric scores will be the 0-60 HEDI scores. Rounding rules will be applied at the end of the final composite APPR calculation.

MPPR - Point Distribution for Each Domain

D1 6pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0

D3 12pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0
C	3	2.85	2.6	0
D	3	2.85	2.6	0

D5 6pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0

D2 15pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0
C	3	2.85	2.6	0
D	3	2.85	2.6	0
E	3	2.85	2.6	0

D4 9pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0
C	3	2.85	2.6	0

D6 3pts	HE	E	D	I
A	1.5	1.35	1.1	0
B	1.5	1.35	1.1	0

D7 9pts	HE	E	D	I
A	2.25	2.1	1.6	0
B	2.25	2.1	1.6	0
C	2.25	2.1	1.6	0
D	2.25	2.1	1.6	0

The parties agree that all aspects of the "other measures 60 point" subcomponent **will sunset and** must be renegotiated and that the parties will begin re-negotiations no later than March 1, 2013. In the unlikely event the parties are unable to reach agreement; the Board of Education does not waive its claim of unilateral implementation, and the Association does not waive its right to challenge the Board of Education's unilateral implementation of an APPR plan.

## North Babylon Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concern. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. The PIP must be in place no later than 10 school days following the start of the student instructional year. Prior to its implementation the PIP will be signed and dated by all parties. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached forms will be used during the PIP plan.

A PIP shall be designed by the principal and the superintendent in collaboration with the president of the *Association* or his/her designee with any differences to be resolved by a consensus determination. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

The Principal must be offered the opportunity for a volunteer peer mentor chosen from the Association. The principal will select the mentor, with the approval of the Superintendent and the Association President. All dealings between the mentor and principal will be confidential. If there are no suitable mentors and/or no volunteers from the Association, the District shall offer an outside mentor to the Principal.

A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools or Assistant Superintendent after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. All costs associated with the aforementioned shall be born by the District.

No later than November 15<sup>th</sup> the Superintendent shall meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before February 15<sup>th</sup> the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before April 15<sup>th</sup> the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP. If at anytime, the Superintendent believes that the goals have been met by the principal he/she shall sign a written acknowledgement of attainment.

In addition to the above meetings with the Superintendent the building principal shall meet with the Assistant Superintendent in charge of Curriculum periodically throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the year the PIP goals are met or the administrator is rated "effective" the PIP will terminate.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the Association adhering to the requirements contained herein with any additional measures in that subsequent school year the following the guidelines below.

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing in the 2012-13 school years and its use shall remain in effect until the parties negotiate a successor agreement. The parties agree to begin to renegotiate all aspects of the PIP no later than February 1, 2013.

**Any PIP plan created for the 2012-13 school year must consist of the following components:**

- I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES**: Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

**SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN**

**I. TARGETED GOALS: AREAS FOR IMPROVEMENT**

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

**II. EXPECTED OUTCOMES**

List of specific expectations related to targeted goals identified in Section I

**III. RECOMMENDED RESOURCES/ACTIVITIES**

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD (*Educational Impact or ASCD* )

**IV. EVIDENCE OF ACHIEVEMENT**

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

**V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES**

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

\_\_\_\_\_  
**Superintendent**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Principal**

\_\_\_\_\_  
**Date**

**PRINCIPAL IMPROVEMENT PLAN**

<b>AREA(S) OF IMPROVEMENT</b>	<b>STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE</b>	<b>SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP</b>	<b>PROPOSED MEASUREMENTS &amp; TIMELINE FOR IMPROVEMENT</b>
<b>VISION OF LEARNING</b>			
<b>SCHOOL CULTURE; INSTRUCTIONAL PROGRAM</b>			
<b>LEARNING ENVIRONMENT</b>			
<b>COMMUNITY RELATIONS</b>			
<b>INTEGRITY, FAIRNESS, ETHICS</b>			

<b>CULTURAL COURTESY</b>			
<b>COLLABORATION</b>			

Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_  
Assistant Supt. Signature \_\_\_\_\_ Date \_\_\_\_\_  
Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_

**PRINCIPAL IMPROVEMENT PLAN  
PROGRESS RECORD FORM**

	Summary of meeting (Superintendent or Asst. Supt)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____

<b>Meeting #5</b> Date _____		_____ _____
<b>Meeting #6</b> Date _____		_____ _____
<b>Meeting #7</b> Date _____		_____ _____

Table 4 - Percentage to Points Conversion (15) - Local*							
Principal							
HE 100-85 15-14		E 84-62 13-8		D 61-55 7-3		I 54-0 2-0	
100-92	15	84-80	13	61-60	7	54-50	2
91-85	14	79-75	12	59-58	6	49-40	1
		74-70	11	57	5	39-0	0
		69-67	10	56	4		
		66-64	9	55	3		
		63-62	8				

\*Scores from 0 to 100 will be determined based on the table above and the controls explained below.  
**For instance**, a principal who has 62%-63% of his/her students passing the final exams for the math and ELA courses with a score of 65 will receive 8 points on this sub-component.

**Controls/ Adjustments for special education and ELL students will be calculated by teacher as follows:**

If principals have more than 20% of their students taking the final exams classified as ELL or SWD students, or more than 20% of both categories of students ELL and SWD combined, then they will receive 1 additional point on their final SLO score. If principals have more than 40% of their students taking the final exams classified as ELL or SWD, or more than 40% of both categories of students ELL and SWD combined, then they will receive 2 additional points on their final SLO score. In no case will a principal receive more than two additional points on any of their sub-component scores.

**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.

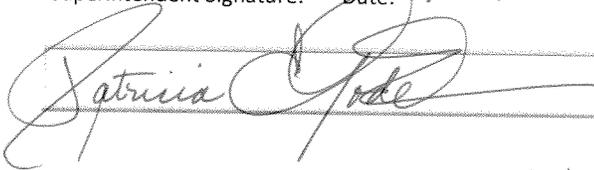
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- 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: 11/9/12

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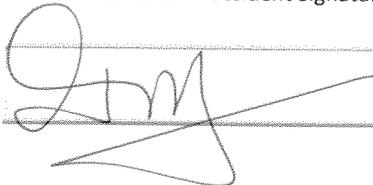
Teachers Union President Signature: Date: 11/9/12

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Administrative Union President Signature: Date: 11/9/12

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Board of Education President Signature: Date: 11/9/12

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