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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter:@JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

December 27, 2012

John Walker, Superintendent
North Rose-Wolcott Central School District
11631 Salter-Colvin Rd.
Wolcott, NY 14590

Dear Superintendent Walker:

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: Michael A. Glover

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 05, 2012
Updated Tuesday, December 04, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 651501060000

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

651501060000

1.2) School District Name: NORTH ROSE-WOLCOTT CSD

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

NORTH ROSE-WOLCOTT CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(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):

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, September 18, 2012
Updated Wednesday, December 26, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	will use a WFL BOCES developed grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	will use a WFL BOCES developed grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	will use a WFL BOCES developed grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students are assigned a growth target goal assigned by teachers and principals based on their pre-assessment scores.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment is well above expectations. [range 89-100]
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment meet expectations [range 72-88]
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment is below expectations [range 66-71]
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment is well below expectations [range 0-65]

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	will use a WFL BOCES developed grade K Math Assessment
1	District, regional, or BOCES-developed assessment	will use a WFL BOCES developed grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	will use a WFL BOCES developed 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.	Students are assigned a growth target goal assigned by teachers and principals based on their pre-assessment scores.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment is well above expectations. [range 89-100]
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment meet expectations. [range 72-88]

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment is below expectations. [range 66-71]
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment is well below expectations. [range 0-65]

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	will use a WFL BOCES developed grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	will use a WFL BOCES developed grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students are assigned a growth target goal assigned by teachers and principals based on their pre-assessment scores.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment is well above expectations. [range 89-100]
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment meet expectations [range 72-88]
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment is below expectations [range 66-71]
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or NYS Assessment is well below expectations [range 0-65]

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	will use a WFL BOCES developed grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	will use a WFL BOCES developed grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	will use a WFL BOCES developed grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students are assigned a growth target goal assigned by teachers and principals based on their pre-assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments is well above expectations. [range 89-100]
Effective (9 - 17 points) Results meet District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments meet expectations. [range 72-88]
Developing (3 - 8 points) Results are below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments is below expectations. [range 66-71]
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments is well below expectations. [range 0-65]

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	will use a WFL BOCES developed grade 9 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.	Students are assigned a growth target goal assigned by teachers and principals based on their pre-assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well above expectations. [range 89-100]
Effective (9 - 17 points) Results meet District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam meets expectations. [range 72-88]
Developing (3 - 8 points) Results are below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is below expectations. [range 66-71]
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well below expectations. [range 0-65]

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.	Students are assigned a growth target goal assigned by teachers and principals based on their pre-assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well above expectations. [range 89-100]
Effective (9 - 17 points) Results meet District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well above expectations. [range 72-88]
Developing (3 - 8 points) Results are below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well above expectations. [range 66-71]
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well

	above expectations. [range 0-65]

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students are assigned a growth target goal assigned by teachers and principals based on their pre-assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well above expectations. [range 89-100]
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Developing (3 - 8 points) Results are below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well above expectations. [range 66-71]
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well above expectations. [range 0-65]

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	will use a WFL BOCES developed grade 9 ELA Assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	will use a WFL BOCES developed grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents Assessment Scores

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students are assigned a growth target goal assigned by teachers and principals based on their pre-assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well above expectations. [range 89-100]
Effective (9 - 17 points) Results meet District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well above expectations. [range 72-88]
Developing (3 - 8 points) Results are below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well above expectations. [range 66-71]
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or Regents Exam is well above expectations. [range 0-65]

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
	Particiapation in Govt	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Economics	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Health Grs 7/8/11	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Design/Draw for Production	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Intro to Technology MS	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Home Careers MS	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Spanish 1,2,3,4	District, Regional or BOCES-developed	Joint Management Team Regionally Developed course specific assessment
	Physical Education K-12	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment

	Business 1 2	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Library Media Specialist	District, Regional or BOCES-developed	Joint Management Team Regionally Developed course specific assessment
	Elementary Music	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Middle School Chorus	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	MS Band	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	High School Chorus	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	High School Band	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Creative Writing HS	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Introduction to Art - all levels	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Painting/Drawing HS	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	Ceramics MS/HS	District, Regional or BOCES-developed	WFL BOCES developed course specific assessment
	General Science Electives HS	District, Regional or BOCES-developed	WFL BOCES developed 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.	Students are assigned a growth target goal assigned by teachers and principals based on their pre-assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or JMT Regionally Developed Assessment Scores is well above expectations. [range 89-100]
Effective (9 - 17 points) Results meet District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or JMT Regionally Developed Assessment Scores meet expectations. [range 72-88]
Developing (3 - 8 points) Results are below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or JMT Regionally Developed Assessment Scores is below expectations. [range 66-71]
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Percentage of students meeting growth targets on WFL BOCES Developed Assessments or JMT Regionally Developed Assessment Scores is well below expectations. [range 0-65]

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/178906-TXEtxx9bQW/HEDI ScoringA 10-9-12.pdf

2.12) Locally Developed Controls

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

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

No controls being utilizied

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked

2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 4 READING assessment
5	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 5 READING assessment

6	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 6 READING assessment
7	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 7 READING assessment
8	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 8 READING 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.	Growth is defined as one grade level of reading growth [or achievment of Level Z] as defined by NRW district developed reading assessment
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 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	NRW district developed Grade 4 READING assessment
5	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 5 READING assessment
6	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 6 READING assessment
7	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 7 READING assessment
8	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 8 READING 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.	Growth is defined as one grade level of reading growth [or achievment of Level Z] as defined by NRW district developed reading assessment
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 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/5139/139345-rhJdBgDruP/Locally Selected Measures of Student Achievement.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade

math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	NRW district developed K READING assessment
1	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 1 READING assessment
2	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 2 READING assessment
3	5) District, regional, or BOCES–developed assessments	NRW district developed Grade3 READING 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.	Growth is defined as one grade level of reading growth [or achievment of Level Z] as defined by NRW district developed reading assessment
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 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	NRW district developed K READING assessment
1	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 1 READING assessment
2	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 2 READING assessment
3	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 3 READING 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	Growth is defined as one grade level of reading growth [or achievment of Level Z] as defined by NRW district

this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	developed reading assessment
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 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
6	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 6 READING assessment
7	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 7 READING assessment
8	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 8 READING 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.	Growth is defined as one grade level of reading growth [or achievment of Level Z] as defined by NRW district developed reading assessment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 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	NRW district developed Grade 6 READING assessment
7	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 7 READING assessment
8	5) District, regional, or BOCES–developed assessments	NRW district developed Grade 8 READING assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Growth is defined as one grade level of reading growth [or achievment of Level Z] as defined by NRW district developed reading assessment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses
Global 2	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses

American History	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses

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.	Achievement is measured by NRW locally developed course and grade specific assessments in all subjects that are different from those in the growth sub-component. Students will meet or exceed a score of 65 on at least five (5) district developed course specific assessments including at least three (3) district developed course specific assessments for core courses in grade 9. Students will meet or exceed a score of 65 on at least ten (10) accumulated district developed course specific assessments including at least six (6) district developed course specific assessments for core courses in grade 10. Students will meet or exceed a score of 65 on at least fifteen (15) accumulated district developed course specific assessments including at least nine (9) district developed course specific assessments for core courses in grade 11. Students will meet or exceed a score of 65 on at least twenty-two (22) accumulated district developed course specific assessments including at least fourteen (14) district developed course specific assessments for core courses in grade 12.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 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	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses
Earth Science	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses
Chemistry	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses
Physics	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses

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.	Achievement is measured by NRW locally developed course and grade specific assessments in all subjects that are different from those in the growth sub-component. Students will meet or exceed a score of 65 on at least five (5) district developed course specific assessments including at least three (3) district developed course specific assessments for core courses in grade 9. Students will meet or exceed a score of 65 on at least ten (10) accumulated district developed course specific assessments including at least six (6) district developed course specific assessments for core courses in grade 10. Students will meet or exceed a score of 65 on at least fifteen (15) accumulated district developed course specific assessments including at least nine (9) district developed course specific assessments for core courses in grade 11. Students will meet or exceed a score of 65 on at least twenty-two (22) accumulated district developed course specific assessments including at least fourteen (14) district developed course specific assessments for core courses in grade 12.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 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	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses
Geometry	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses
Algebra 2	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses

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.	Achievement is measured by NRW locally developed course and grade specific assessments in all subjects that are different from those in the growth sub-component. Students will meet or exceed a score of 65 on at least five (5) district developed course specific assessments including at least three (3) district developed course specific assessments for core courses in grade 9. Students will meet or exceed a score of 65 on at least ten (10) accumulated district developed course specific assessments including at least six (6) district developed course specific assessments for core courses in grade 10. Students will meet or exceed a score of 65 on at least fifteen (15) accumulated district developed course specific assessments including at least nine (9) district developed course specific assessments for core courses in grade 11. Students will meet or exceed a score of 65 on at least twenty-two (22) accumulated district developed course specific assessments including at least fourteen (14) district developed course specific assessments for core courses in grade 12.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	Refer to attachment at 3.13.

for grade/subject.	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 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	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses
Grade 10 ELA	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses
Grade 11 ELA	6(ii) School wide measure computed locally	NRW district developed course specific assessment for all core and elective high school courses

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.	Achievement is measured by NRW locally developed course and grade specific assessments in all subjects that are different from those in the growth sub-component. Students will meet or exceed a score of 65 on at least five (5) district developed course specific assessments including at least three (3) district developed course specific assessments for core courses in grade 9. Students will meet or exceed a score of 65 on at least ten (10) accumulated district developed course specific assessments including at least six (6) district developed course specific assessments for core courses in grade 10. Students will meet or exceed a score of 65 on at least fifteen (15) accumulated district developed course specific assessments including at least nine (9) district developed course specific assessments for core courses in grade 11. Students will meet or exceed a score of 65 on at least twenty-two (22) accumulated district developed course specific assessments including at least fourteen (14) district developed course specific assessments for core courses in grade 12.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	Refer to attachment at 3.13.

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to attachment at 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 other High School Courses offered	6(ii) School wide measure computed locally	NRW district developed course specific assessment for grades 9-12
	All other Middle School Courses offered	6(ii) School wide measure computed locally	NRW district developed reading assessment for grades 5-8
	All other Elementary Courses offered	6(ii) School wide measure computed locally	NRW district developed reading assessment for grades K-4

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.	High School achievement is measured by NRW locally developed course and grade specific assessments in all subjects that are different from those in the growth sub-component. Students will meet or exceed a score of 65 on at least five (5) district developed course specific assessments including at least three (3) district developed course specific assessments for core courses in grade 9. Students will meet or exceed a score of 65 on at least ten (10) accumulated district developed course specific assessments including at least six (6) district developed course specific assessments for core courses in grade 10.

	Students will meet or exceed a score of 65 on at least fifteen (15) accumulated district developed course specific assessments including at least nine (9) district developed course specific assessments for core courses in grade 11. Students will meet or exceed a score of 65 on at least twenty-two (22) accumulated district developed course specific assessments including at least fourteen (14) district developed course specific assessments for core courses in grade 12. Refer to the attachment at 3.13 Middle School (grades 5-8) growth is defined as one grade level of reading growth [or achievment of Level Z] as defined by NRW district developed reading assessment. Refer to the attachment at 3.13 Elementary (grades K-4) growth is defined as one grade level of reading growth [or achievment of Level Z] as defined by NRW district developed reading assessment. Refer to attachment at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Refer to the attachment at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to the attachment at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to the attachment at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to the attachment at 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/5139/139345-y92vNseFa4/Locally Selected Measures of Student Achievement.pdf

3.14) Locally Developed Controls

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

No Controls

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.

NA

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, September 21, 2012
Updated Wednesday, December 26, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

Probationary

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)

assets/survey-uploads/5091/180134-2UoxI2HPmn/Form4_2_PointsWithinOtherMeasures.pdf

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.

For probationary staff, 45 points (75%) will be determined through formal observations and classroom visitations (one unannounced). 15 points (25%) will be determined through lesson plan evaluation/pre-conference and post-observation reflection discussions. For tenured staff, 31 points (52%) will be determined through formal observation and classroom visitations (one unannounced). 29 points (48%) will be determined through plan reviews, formal observation, reflection discussions and end of year assessment evaluation.

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

assets/survey-uploads/5091/180134-eka9yMJ855/TeachComposite newestScore Sheets.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The over-all 2011 Danielson components score will be at the Distinguished Level.
Effective: Overall performance and results meet NYS Teaching Standards.	The over-all 2011 Danielson components score will be at the Proficient Level.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The over-all 2011 Danielson components score will be at the Basic Level.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The over-all 2011 Danielson components score will be at the Unsatisfactory Level.

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	51-56
Developing	40-50
Ineffective	0-39

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	3
4.6) Observations of Probationary Teachers | Informal/Short	3
4.6) Observations of Probationary Teachers | Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	1
4.7) Observations of Tenured Teachers | Informal/Short	3
4.7) Observations of Tenured Teachers | Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	1
Informal/Short	3

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Wednesday, October 10, 2012
Updated Monday, October 15, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	57-60
Effective	51-56
Developing	40-50
Ineffective	0-39

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, October 15, 2012
Updated Wednesday, December 12, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/196755-Df0w3Xx5v6/TIP formsAttach1.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal Process
• Appeals can be for either process or substance
• Probationary teachers may only appeal process issues.
• An appeal may only be initiated if a successful appeal would change a staff member's composite score.
• A composite score that results in an effective or highly effective rating may not be appealed. In these cases a rebuttal may be

attached to the composite score worksheet.
• If a probationary teacher has a successful appeal, their remaining scores will be prorated.
• Process appeals go directly to the Superintendent.
• Substance appeals will be sent to the appeals committee.
• For the appeals process, business days refer to Monday through Friday with the exclusion of federal holidays whether they fall within the scheduled school year or not.
• An appeal of a composite score in the developing or ineffective categories must be filed within 5 business days of the teacher's receipt of the score.
• Date of receipt of the composite score is indicated by the date in which the teacher signs their composite score sheet. It is understood that some composite scores will not be available until after the conclusion of the school year. In those cases, it is the responsibility of the teacher's building principal to contact the teacher and make arrangements to obtain the teacher's signature in a timely and expeditious manner.
• The appeals committee will be a three member panel, the Superintendent or their designee, a second administrator and the Association President or their designee. The second administrator will not be an administrator who has signed any document under appeal.
• The appeals committee meeting will be considered a hearing and the decision of the committee is final and binding.
• The appeals committee will be formed and a date for the appeals committee meeting / hearing will be set within 5 business days of receipt of an appeal. The date of the meeting / hearing will be between 11 and 20 business days from the date it is set.
• The teacher and NRWTA President will be notified of the date of the appeals committee meeting / hearing and the composition of the committee at least 10 days prior to the meeting.
• All evidence must be submitted in writing to the committee at least 5 business days before the hearing / committee meeting.
• A TIP may be initiated prior to an appeal. If the appeal is successful, the TIP process ceases.
• If there is an affirmative appeal, it is the decision of the appeals committee on how it will affect the teacher's score.
• The appeals committee has the authority to change a teacher's composite score, if necessary this will be done in a timely and expeditious manner.
The appeals committee will render its' written decision within five (5) business days of the hearing. Copies to be sent to all involved.

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.

All NRWCS lead evaluators have attended and completed TEACHSCAPE training and must pass the TEACHSCAPE Proficiency Exam based on Danielson's 2011 Frameworks for Teaching. This on-line training comprised forty (40) hours of intense study and participation.

The North Rose-Wolcott Network Team attended the RTTI Network Training sessions held during the 2011-12 school year in Albany. The Network Team will provide additional training to all NRWCS lead evaluators during the 2012-13 school year.

All NRWCS lead evaluators will be expected to participate in sessions held by Wayne County BOCES and by the district's own Network Team. These sessions will encompass approximately twenty-five (25) additional training hours over 2012-13.

All adminstrators responsible for observations and evaluations will be re-certified annually after participating in a district process that includes tests of inter-reliability. The NRWCS Board of Education will re-certify all administrators involved in the evaluation process on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers | Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers | Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers | Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

6.6) Assurances -- Teachers | Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers | Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, October 15, 2012
Updated Wednesday, December 26, 2012

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

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

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

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

5-8
9-12
(No response)
(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
K - 4	State assessment	NYS ELA/MATH exams grades 3 and 4

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.	Both the NYS grade 4 ELA and Math assessments and the NYS grade 3 ELA and Math assessements to measure student growth for State Growth for prinicipals. The State will provide the HEDI results for Grade 4ELA and Math SLOs which will then be weighted proportionally with the 3rd grade ELA and Math SLO results (see HEDI below for Grade 3) Grade 3 ELA and Math students are assigned a growth target goal by principals with the approval of the superintendent, based on their pre-assessment scores.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on the NYS Assessments is well above expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on the NYS Assessments meets expectations
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on the NYS Assessments is below expectations
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Percentage of students meeting growth targets on the NYS Assessments is well below expectations

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

assets/survey-uploads/5365/196851-lha0DogRNw/HEDI ScoringA 10-9-12.pdf

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 Controls

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, October 15, 2012
Updated Thursday, December 27, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	5-8	(d) measures used by district for teacher evaluation	NRW district developed Grades 5-8 Reading Assessment
	9-12	(h) students' progress toward graduation	Accummulated credit for Grade 9, 10, 11, 12

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.	Grades 5-8 the growth target set by the principal, with approval of the superintendent, is defined as one grade level of reading growth [or achievment of Level Z] as defined by NRW district developed reading assessment. For Grades 9-12 growth, defined by the principal with approval of the superintendent, is defined as accummulated credit. For Grade 9 is 5 total credits, 3 in core courses. Accummulated credit for Grade 10 is 10 total credits, 6 in core courses. Accummulated credit for Grade 11 is 15 total credits, 9 in core courses. Accummulated credit for Grade 12 is 22 total credits, 18.5 in core courses.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students meeting goals (see attachment).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students meeting goals (see attachment).

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students meeting goals (see attachment).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students meeting goals (see attachment).

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/5366/196874-qBFVOWF7fC/Principals local 100-20-15Chart.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-4	(d) measures used by district for teacher evaluation	NRW district developed K-4 reading assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For Grades K-4, the growth target, set by the principal with approval of the superintendent, is defined as one grade level of reading growth [or achievment of Level Z] as defined by NRW district developed reading assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students meeting growth goals (see attachment).
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students meeting growth goals (see attachment).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students meeting growth goals (see attachment).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of students meeting growth goals (see attachment).

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

(No response)

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

assets/survey-uploads/5366/196874-T8MlGWUVm1/Principals local 100-20-15Chart.pdf

8.3) Locally Developed Controls

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

No Controls

8.4) Principals with More Than One Locally Selected Measure

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

NA

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, October 16, 2012
Updated Wednesday, December 12, 2012

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9.1) Principal Practice Rubric

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

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

The Reeves Leadership Performance Matrix

(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.

PRINCIPAL STANDARDS

• North Rose – Wolcott Central School District will use the Reeves' Leadership Performance Matrix

Points Evidence
The full 60 points of a principal's evaluation to the broad assessment of principal leadership and management actions are based on the Matrix including: Building Conversations, (minimum of 5 per year), Teacher Evaluation, and Leadership Goals and Growth.

• Standards - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
60 points
HE 59-60
E 57-58
D 50-56
I 0-49
Conversion chart attached to Self-Assessment Form APPENDIX A

Each principal will meet with their administrator prior to June 15th for the purpose of discussing "Other Measures". Both the evaluator and the principal will share related evidence. The rubric will be used to discuss the evidence and the teacher's performance. The administrator will present the score on the 60 points within 10 school days.

Calculating Scores:
1) Scores will be calculated by assigning a rating to each component area observed: Highly Effective, Effective, Developing or Ineffective. Components not observed will not be rated or considered.
2) Once a rating is assigned then a corresponding number shall be assigned to each rating as follows: 4 for Highly Effective, 3 for Effective, 2 for Developing, and 1 for Ineffective.
3) Prior to the End of the Year Evaluation, an average score for each standard will be calculated based on the standards observed throughout the year.

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/5143/197654-pMADJ4gk6R/PRINCIPALS' APPR111.pdf

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

Highly Effective: Overall performance and results exceed standards.	a. Highly Effective means a principal who is performing at a higher level than typically expected of a teacher based on the evaluation criteria prescribed in this subdivision, including but not limited to acceptable rates of student growth.
Effective: Overall performance and results meet standards.	b. Effective means a principal who is performing at the level typically expected of a teacher based on the evaluation criteria prescribed in this subdivision, including but not limited to acceptable rates of student growth.
Developing: Overall performance and results need improvement in order to meet standards.	c. Developing means a principal, who is not performing at the level typically expected of a teacher and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria set forth in this subdivision, including but not limited to less than acceptable rates of student growth.
Ineffective: Overall performance and results do not meet standards.	d. Ineffective means a principal whose performance is unacceptable based on the evaluation criteria prescribed in this subdivision, including but not limited to unacceptable or minimal rates of student growth.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	3
By trained administrator	2
By trained independent evaluator	0
Enter Total	5

Tenured Principals

By supervisor	3
By trained administrator	2

By trained independent evaluator	0
Enter Total	5

10. Composite Scoring (Principals)

Created Wednesday, October 10, 2012
Updated Tuesday, December 04, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, October 16, 2012
Updated Tuesday, December 04, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/197667-Df0w3Xx5v6/PIPform.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

V. PRINCIPAL IMPROVEMENT PLANS

If a principal is rated as "Developing" or "Ineffective" through an APPR, the District must formulate and commence implementation of a Principal Improvement Plan (PIP) for that principal. The sole and exclusive purpose of a PIP is the improvement practice. The PIP is not a disciplinary action. The PIP shall be implemented no later than ten (10) school days from the opening of classes in the school year following the evaluation year. The PIP shall be developed in mutual collaboration with the principal and the

Superintendent.

The PIP must include the following elements:

- *Identification of the area(s) that need improvement*
- *Performance goals*
- *Timeline for achieving the improvement*
- *Artifacts/evidence that benchmark the principal's improvement*
- *Manner in which the improvement will be assessed*
- *Professional learning activities that the principal must complete (directly related to area(s) needing improvement)*

The Superintendent will clearly state in the plan the additional support and assistance that the principal will receive. This will include periodic reviews of progress. In the final stage of the improvement plan, the principal will meet with the Superintendent to review the plan alongside any artifacts or evidence from evaluations in order to determine if adequate improvement has been made in the required areas outlined within the plan. All costs associated with the implementation of a PIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District.

The District does not relinquish its rights in regards to the employment of probationary principals for reasons other than performace.

Principals may also be eligible to receive a TIP even if they are rated "Effective" or "Highly Effective". This may occur if a specific area or behavioral issue is identified and may or may not be related to academic areas.

VI. APPEAL PROCEDURES

Appeals of APPRs are limited to only those principals who receive a composite score of "Ineffective" or "Developing". The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedure shall provide for the timely and expeditious resolution of the appeal. A principal may not file multiple appeals regarding the same performance review or PIP.
An appeal may be filed challenging the APPR based upon one or more of the following grounds:

1. *The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c.*
2. *The adherence to the Commissioner's regulations, as applicable to such reviews.*
3. *Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans.*
4. *The District's issuance and/or implementation of the terms of the PIP under Education Law section 3012-c.*

BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the principal seeks relief.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to an APPR and/or improvement plan, except as otherwise authorized by law.

A. Phase I: Initiating

- *Write a formal response to the Superintendent and submit it within ten (10) calendar days.*

- *When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his/ her performance review, or the issuance and/or implementation of the terms of his/her improvement plan and any additional documents or materials relevant to the appeal. The APPR and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.*

B. Phase II: Reviewing

- *The Superintendent has ten (10) calendar days to formulate a formal written response.*

° The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the District's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

° The principal initiating the appeal shall receive a copy of the response filed by the Superintendent, and any and all additional information submitted with the response at the same time the Superintendent files his/her response.

° The principal is responsible for scheduling a meeting with the Superintendent no later than five (5) calendar days from the Superintendent's response.

° Union representation is available upon request of the principal. The Superintendent may include other administrators to support and/or dispute the appeal.

C. Phase III: Resolving

• If there is no agreement between the principal and the Superintendent, a panel will be formed. The panel will consist of the Assistant Superintendent for Instruction and the president or vice president of the Unit. The panel will review the evidence within five (5) calendar days and respond by setting up a meeting with all parties involved. That meeting will take place within five (5) calendar days of the evidence review.

• The Review Panel will provide a written decision within five (5) calendar days of that meeting.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the panel and is final. An appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the panel will decide the appeal.

DECISION

A written decision on the merits of the appeal shall be rendered no later than thirty (30) calendar days from the date upon which the principal filed his/her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Superintendent may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. Any further action will be completed timely, expeditiously, and in compliance with Education Law 3012c. A copy of the decision shall be provided to the principal and the Superintendent responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

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.

All administrators responsible for observations and evaluations for administrators will be re-certified annually after participating in the district's process that include tests for interrater-reliability. Re-certification by the Board will be conducted on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals | Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals | Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in	Checked

writing, no later than the last school day of the school year for which the principal is being measured.	
11.6) Assurances -- Principals | Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals | Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals | Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, October 16, 2012
Updated Wednesday, December 26, 2012

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/198050-3Uqgn5g9Iu/Scanned from a Xerox multifunction device001.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.

			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	89-90%	87-88%	85-86%	83-84%	81-82%	**80%**	78-79%	76-77%	74-75%	72-73%	71%	70%	69%	68%	67%	66%	45-65%	24-44%	0-23%

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well-above" (highly effective)? Each of the following percent ranges includes special student populations.

- Highly effective = 89% of students or more will meet or exceed their target goal on the summative assessment.
- Effective = 72-88% of students will meet or exceed their target goal on the summative assessment.
- Developing= 66-71% of students will meet or exceed their target goal on the summative assessment.
- Ineffective= 65% or fewer students will meet or exceed their target goal on the summative assessment.

Form 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.

Fill in the group of teachers covered (e.g., "probationary teachers"):

Tenured

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

Teacher Composite Score Sheet
NRW Central School District
Tenured

60 pts. – Other Measures

Component	Subscore
Walk-through #1 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Walk-through #2 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Walk-through #3 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Plan Description (max. 12) – 1a, 1b, 1c, 1d* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 3 for a final score out of 12.	
Observation (max. 16) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 4 for a final score out of 16.	
Plan Review and Assessment (max. 17) – 4a, 4b, 4d, 4e, 4f* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 4.25 for a final score out of 17.	
Total Rubric Score = 60 pts. Other Measures:	

20 pts. – Local Measures

Grade Level Alignment	Subscore

20 pts. – State Measures	
State Assessment or SLO	**Subscore**
Total Composite Score	

* The maximum score for each subcomponent will be the sum of the scores earned in each Danielson domain listed with the subcomponent.

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Teacher Composite Score Sheet
NRW Central School District
Probationary – Year 1

60 pts. – Other Measures

Component	Subscore
Walk-through #1 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Walk-through #2 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Walk-through #3 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Pre-Observation - #1 (max. 1) – 1a, 1b, 1c, 1d, 1e, 1f, 3d * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of .25 for a final score out of 1.	
Observation - #1 (max. 3) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of .75 for a final score out of 3.	
Post-Observation - #1 (max. 1) – 4a * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of .25 for a final score out of 1.	
Pre-Observation - #2 (max. 3) – 1a, 1b, 1c, 1d, 1e, 1f, 3d * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of .75 for a final score out of 3.	
Observation - #2 (max. 4) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together.	
Post-Observation - #2 (max. 3) – 4a* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of .75 for a final score out of 3.	

Pre-Observation - #3 (max. 5) – 1a, 1b, 1c, 1d, 1e, 1f, 3d * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Observation - #3 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Post-Observation - #3 (max. 5) – 4a* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
End of School Year Assessment (max. 15) – 4a, 4b, 4c, 4d, 4e, 4f * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 3.75 for a final score out of 15.	
Total Rubric Score = 60 pts. Other Measures:	
20 pts. – Local Measures	
Grade level Alignment	**Subscore**
20 pts. – State Measures	
State Assessment / SLO	**Subscore**
Total Composite Score	

* The maximum score for each subcomponent will be the sum of the scores earned in each Danielson domain listed with the subcomponent.

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Teacher Composite Score Sheet
NRW Central School District
Probationary – Year 2

60 pts. – Other Measures

Component	Subscore
Walk-through #1 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Walk-through #2 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Walk-through #3 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Pre-Observation - #1 (max. 1) – 1a, 1b, 1c, 1d, 1e, 1f, 3d * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of .25 for a final score out of 1.	
Observation - #1 (max. 3) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of .75 for a final score out of 3.	
Post-Observation - #1 (max. 1) – 4a* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of .25 for a final score out of 1.	
Pre-Observation - #2 (max. 3) – 1a, 1b, 1c, 1d, 1e, 1f, 3d * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of .75 for a final score out of 3.	
Observation - #2 (max. 4) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together.	
Post-Observation - #2 (max. 3) – 4a* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of .75 for a final score out of 3.	

Pre-Observation - #3 (max. 5) – 1a, 1b, 1c, 1d, 1e, 1f, 3d * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Observation - #3 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Post-Observation - #3 (max. 5) – 4a* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
End of School Year Assessment (max. 15) – 4a, 4b, 4c, 4d, 4e, 4f * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 3.75 for a final score out of 15.	
Total Rubric Score = 60 pts. Other Measures:	
20 pts. – Local Measures	
Grade level Alignment	**Subscore**
20 pts. – State Measures	
State Assessment / SLO	**Subscore**
Total Composite Score	

* The maximum score for each subcomponent will be the sum of the scores earned in each Danielson domain listed with the subcomponent.

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Teacher Composite Score Sheet
NRW Central School District
Probationary – Year 3

60 pts. – Other Measures

Component	Subscore
Walk-through #1 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Walk-through #2 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Walk-through #3 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Pre-Observation - #1 (max. 5) – 1a, 1b, 1c, 1e, 1d, 1f, 3d * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Observation - #1 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Post-Observation - #1 (max. 5) – 4a* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Pre-Observation - #2 (max. 5) – 1a, 1b, 1c, 1e, 1d, 1f, 3d * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Observation - #2 (max. 5) – 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	
Post-Observation - #2 (max. 5) – 4a* Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 1.25 for a final score out of 5.	

End of School Year Assessment (max. 15) – 4a, 4b, 4c, 4d, 4e, 4f * Subcomponents will be rated on a scale of 0-4 (H=4, E=3, D=2, I=0-1) and averaged together. The average of the subcomponents will be multiplied by a weighting factor of 3.75 for a final score out of 15.	
Total Rubric Score = 60 pts. Other Measures:	
20 pts. – Local Measures	
Grade level Alignment	**Subscore**
20 pts. – State Measures	
State Assessment / SLO	**Subscore**
Total Composite Score	

* The maximum score for each subcomponent will be the sum of the scores earned in each Danielson domain listed with the subcomponent.

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Locally Selected Measures of Student Achievement

Name:
Grade Level Alignment:
School Year:

Grade Level Data

out of students in grade met their goal

% = pts.

See attached chart for scoring ranges

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

No approved Value-Added Measure

Percentage Range	HEDI Range	HEDI Points	Converted Score	
70-100	70-100	20	20	Highly Effective
60-69	67-69	19	15	Effective
	65-66	18		
	63-64	17		
	61-62	16		
	60	15		
55-59	59	14	10	Effective
	58	13		
	57	12		
	56	11		
	55	10		
50-54	54	9	5	Developing
	53	8		
	52	7		
	51	6		
	50	5		
0-49	41-49	4	0	Ineffective
	36-40	3		
	31-35	2		
	21-30	1		
	0-20	0		

Approved Value-Added Measure

Percentage Range	HEDI Range	HEDI Points	Converted Score	
70-100	70-100	15	15	Highly Effective
60-69	67-69	14	11	Effective
	64-66	13		
	62-63	12		
	60-61	11		
55-59	58-59	10	8	Effective
	56-57	9		
	55	8		
50-54	53-54	7	4	Developing
	52	6		
	51	5		
	50	4		
0-49	39-49	3	0	Ineffective
	26-38	2		
	14-25	1		
	0-13	0		

Locally Selected Measures of Student Achievement

Name:
Grade Level Alignment:
School Year:

Grade Level Data

out of students in grade met their goal

% = pts.

See attached chart for scoring ranges

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

No approved Value-Added Measure

Percentage Range	HEDI Range	HEDI Points	Converted Score	
70-100	70-100	20	20	Highly Effective
60-69	67-69	19	15	Effective
	65-66	18		
	63-64	17		
	61-62	16		
	60	15		
55-59	59	14	10	Effective
	58	13		
	57	12		
	56	11		
	55	10		
50-54	54	9	5	Developing
	53	8		
	52	7		
	51	6		
	50	5		
0-49	41-49	4	0	Ineffective
	36-40	3		
	31-35	2		
	21-30	1		
	0-20	0		

Approved Value-Added Measure

Percentage Range	HEDI Range	HEDI Points	Converted Score	
70-100	70-100	15	15	Highly Effective
60-69	67-69	14	11	Effective
	64-66	13		
	62-63	12		
	60-61	11		
55-59	58-59	10	8	Effective
	56-57	9		
	55	8		
50-54	53-54	7	4	Developing
	52	6		
	51	5		
	50	4		
0-49	39-49	3	0	Ineffective
	26-38	2		
	14-25	1		
	0-13	0		

NORTH ROSE-WOLCOTT

CENTRAL SCHOOL

DISTRICT

Teacher Improvement Plan (TIP)

2012-13

Teacher Improvement Plan

(TIP)

The Teacher Improvement Plan (TIP) is intended to be a growth process aimed at identifying improvement area(s) for teachers, providing appropriate professional resources, and, ultimately, improving instruction and student learning / achievement.

Teacher Improvement Plans shall:

1) Comply with all NYS Commissioner regulations (§30-2.10);

2) Comply with all local APPR and contractual requirements;

3) Commence only after a teacher receives an Annual Teacher Evaluation Composite Score of "Ineffective";

4) Commence by September 10th of the succeeding school year or within ten (10) school days after the teacher has received his/her Annual Teacher Evaluation Composite Score and has signed his/her Teacher Composite Score Sheet;

5) NOT be disciplinary in any manner;

6) Involve the teacher, the building administrator, the supervising administrator, the NRWTA president or designee;

7) Relate back to Charlotte Danielson's Framework for Teaching (2011 revised edition);

8) Identify the area(s) that need improvement (limit of two). These areas should be tied to a rubric component;

9) Identify Strategies for improvement;

10) Include a timeline for commencement, checkpoints, and completion;

11) Identify the professional resources (e.g. professional development, mentor) provided by the District;

12) Identify the evidence (including observations) that will be collected to demonstrate improvement and/or achievement;

13) Provide a means of assessment (e.g. rubric) for the improvement area(s);

14) Be a maximum of one school year in duration.

Possible actions:

1) For purposes of teacher disciplinary proceedings under Education Law 3020 and 3020-a, a "pattern of ineffective teach[ing] or performance shall be defined to mean two consecutive annual ineffective ratings received by a classroom teacher" (Education Law 3012-c[6]. After the exhaustion of the appeals process, any teacher who is rated "ineffective" during two consecutive years, may be subject of expedited charges of incompetence under Education Law 3020-a (see Education Law [1] and [3].

2) For the first year of this agreement, the District and the NRWTA have agreed that no composite scores will be used in an expedited 3020-a process.

APPR – Teacher Improvement Plan (TIP) Form

NR-W Central School District
(Completed by teacher and administrator)

Name: Issue Date:
Evaluation Year: Department /Grade Level:
Building:

A Teacher Improvement Plan must commence by September 10th of the succeeding school year or within ten (10) days after the teacher has received an Annual Teacher Evaluation Composite Score of "Ineffective," or after the resolution of an APPR appeal. TIPs must be cooperatively developed between the building principal and the identified teacher and shall not extend for more than one school year. This process will involve the NRWTA president or designee.

Areas of Improvement - With Domain and Component Included (maximum of two goals)	**Strategies for Improvement**	**Resources and Supports (e.g. Professional Development,**	**Evidence and Date of Implementation and/or Means of Assessment (e.g. Observations)**
Goal I:			
Goal II:			

End of Teacher Improvement Plan Recommendation and Action:

Administrator Signature: _____ Date: _____

Professional Staff Signature: _____ Date: _____

NRWTA President or designee Signature: _____ Date: _____

			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	89-90%	87-88%	85-86%	83-84%	81-82%	**80%**	78-79%	76-77%	74-75%	72-73%	71%	70%	69%	68%	67%	66%	45-65%	24-44%	0-23%

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well-above" (highly effective)? Each of the following percent ranges includes special student populations.

- Highly effective = 89% of students or more will meet or exceed their target goal on the summative assessment.
- Effective = 72-88% of students will meet or exceed their target goal on the summative assessment.
- Developing= 66-71% of students will meet or exceed their target goal on the summative assessment.
- Ineffective= 65% or fewer students will meet or exceed their target goal on the summative assessment.

Appendix-B

LOCAL MEASURES

Conversion Charts for Percentage of Students Meeting Goals

0-100 Point Scale Conversion Chart*							
Percentage meeting Target	Converted to 1-4 Rating	Percentage meeting Target	Converted to 1-4 Rating	Percentage meeting Target	Converted to 1-4 Rating	Percentage meeting Target	Converted to 1-4 Rating
Ineffective		Developing		Effective		Highly Effective	
0-14	1	55	1.5	65-66	2.5	85-87	3.5
15-27	1.1	56	1.6	67-68	2.6	88-90	3.6
28-40	1.2	57	1.7	69-70	2.7	91-93	3.7
41-53	1.3	58	1.8	71-72	2.8	94-96	3.8
54	1.4	59	1.9	73-74	2.9	97-99	3.9
		60	2	75-76	3	100	4
		61	2.1	77-78	3.1		
		62	2.2	79-81	3.2		
		63	2.3	82-83	3.3		
		64	2.4	84	3.4		

LOCAL MEASURES

20 Point Conversion Charts 1-4 Rubric to Sub-Component Score

1-4 Rubric Conversion Scale							
Based on a 1-4 Rubric Rating	20 Point Conversion	Based on a 1-4 Rubric Rating	20 Point Conversion	Based on a 1-4 Rubric Rating	20 Point Conversion	Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective		Developing		Effective		Highly Effective	
1	0	1.6 – 1.7	4	2.5	9	3.5 -3.6	18
1.1	1	1.8 – 1.9	5	2.6	10	3.7 – 3.8	19
1.2 -1.3	2	2	6	2.7	11	3.9 - 4	20
1.4 – 1.5	3	2.1 – 2.2	7	2.8	12		
		2.3 - 2.4	8	2.9	13		
				3.0 – 3.1	14		
				3.2	15		
				3.3	16		
				3.4	17		

LOCAL MEASURES

15 Point Conversion Charts 1-4 Rubric to Sub-Component Score

1-4 Rubric Conversion Scale							
Based on a 1-4 Rubric Rating	15 Point Conversion	Based on a 1-4 Rubric Rating	15 Point Conversion	Based on a 1-4 Rubric Rating	15 Point Conversion	Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective		Developing		Effective		Highly Effective	
1- 1.1	0	1.5 – 1.6	3	2.5 – 2.6	8	3.5 – 3.7	14
1.2 – 1.3	1	1.7 – 1.8	4	2.7 – 2.8	9	3.8 - 4	15
1.4	2	1.9 - 2.0	5	2.9	10		
		2.1 - 2.2	6	3.0 – 3.1	11		
		2.3 - 2.4	7	3.2 – 3.3	12		
				3.4	13		

Appendix-B

LOCAL MEASURES

Conversion Charts for Percentage of Students Meeting Goals

0-100 Point Scale Conversion Chart*							
Percentage meeting Target	Converted to 1-4 Rating	Percentage meeting Target	Converted to 1-4 Rating	Percentage meeting Target	Converted to 1-4 Rating	Percentage meeting Target	Converted to 1-4 Rating
Ineffective		Developing		Effective		Highly Effective	
0-14	1	55	1.5	65-66	2.5	85-87	3.5
15-27	1.1	56	1.6	67-68	2.6	88-90	3.6
28-40	1.2	57	1.7	69-70	2.7	91-93	3.7
41-53	1.3	58	1.8	71-72	2.8	94-96	3.8
54	1.4	59	1.9	73-74	2.9	97-99	3.9
		60	2	75-76	3	100	4
		61	2.1	77-78	3.1		
		62	2.2	79-81	3.2		
		63	2.3	82-83	3.3		
		64	2.4	84	3.4		

LOCAL MEASURES

20 Point Conversion Charts 1-4 Rubric to Sub-Component Score

1-4 Rubric Conversion Scale							
Based on a 1-4 Rubric Rating	20 Point Conversion	Based on a 1-4 Rubric Rating	20 Point Conversion	Based on a 1-4 Rubric Rating	20 Point Conversion	Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective		Developing		Effective		Highly Effective	
1	0	1.6 – 1.7	4	2.5	9	3.5 -3.6	18
1.1	1	1.8 – 1.9	5	2.6	10	3.7 – 3.8	19
1.2 -1.3	2	2	6	2.7	11	3.9 - 4	20
1.4 – 1.5	3	2.1 – 2.2	7	2.8	12		
		2.3 - 2.4	8	2.9	13		
				3.0 – 3.1	14		
				3.2	15		
				3.3	16		
				3.4	17		

LOCAL MEASURES

15 Point Conversion Charts 1-4 Rubric to Sub-Component Score

1-4 Rubric Conversion Scale							
Based on a 1-4 Rubric Rating	15 Point Conversion	Based on a 1-4 Rubric Rating	15 Point Conversion	Based on a 1-4 Rubric Rating	15 Point Conversion	Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective		Developing		Effective		Highly Effective	
1- 1.1	0	1.5 – 1.6	3	2.5 – 2.6	8	3.5 – 3.7	14
1.2 – 1.3	1	1.7 – 1.8	4	2.7 – 2.8	9	3.8 - 4	15
1.4	2	1.9 - 2.0	5	2.9	10		
		2.1 - 2.2	6	3.0 – 3.1	11		
		2.3 - 2.4	7	3.2 – 3.3	12		
				3.4	13		

Appendix A

Reeves Leadership Performance Matrix

	H	E	D	I	
Resilience	**4**	**3**	**2**	**1**	
1.1 Constructive Reactions					
1.2 Willingness to Admit Error					
1.3 Disagreement					
1.4 Dissent					
1.5 Improvement of Specific Performance Areas					
Totals for Standard 1	0	0	0	0	0.0
					AVG
Personal Behavior and Professional Ethics	**4**	**3**	**2**	**1**	
2.1 Integrity					
2.2 Emotional Self-Control					
2.3 Ethical and Legal Compliance w/Employees					
2.4 Tolerance					
2.5 Respect					
Totals for Standard 2	0	0	0	0	0.0
					AVG
Student Achievement	**4**	**3**	**2**	**1**	
3.1 Planning and Goal Setting					
3.2 Student Achievement Results					
3.3 Instructional Leadership Decisions					
3.4 Student Requirements and Academic Standards					
3.5 Student Performance					
Totals for Standard 3	0	0	0	0	0.0
					AVG
Decision Making	**4**	**3**	**2**	**1**	
4.1 Factual Basis for Decisions					
4.2 Decision Making Structure					
4.3 Decisions Linked to Vision					
4.4 Decisions Evaluated for Effectiveness					
Totals for Standard 4	0	0	0	0	0.0
					AVG
Communication	**4**	**3**	**2**	**1**	
5.1 Two-Way Communication w/Students					
5.2 Two-Way Communication w/Faculty-Staff					
5.3 Two- Way Communication w/ Parents-Community					
5.4 Analysis of Input and Feedback					
Totals for Standard 5	0	0	0	0	0.0
					AVG

	H	E	D	I	
Faculty Development	**4**	**3**	**2**	**1**	
6.1 Faculty Proficiencies and Needs					
6.2 Leading Professional Development					
6.3 Formal and Informal Feedback					
6.4 Modeling Coaching and Mentoring					
6.5 Recruitment and Hiring of Faculty					
Totals for Standard 6	0	0	0	0	0.0
					AVG
Leadership Development	**4**	**3**	**2**	**1**	
7.1 Mentoring Emerging Leaders					
7.2 Identification of Potentially Future Leaders					
7.3 Delegation and Trust					
Totals for Standard 7	0	0	0	0	0.0
					AVG
Time/Task/Project Management	**4**	**3**	**2**	**1**	
8.1 Organization of Time and Projects					
8.2 Fiscal Stewardship					
8.3 Project Objectives and Plans					
Totals for Standard 8	0	0	0	0	0.0
					AVG
Technology	**4**	**3**	**2**	**1**	
9.1 Use of Technology to Improve Teaching/Learning					
9.2 Personal Proficiency in Electronic Communication					
Totals for Standard 9	0	0	0	0	0.0
					AVG
Personal Professional Learning	**4**	**3**	**2**	**1**	
10.1 Personal Understanding of Research Trends					
10.2 Personal Professional Focus					
10.3 Professional Development Focus					
10.4 Application of Learning					
Totals for Standard 10	0	0	0	0	0.0
					AVG

Total	-
Average HEDI	0.0
HEDI Conversion	

HEDI Scoring 60 Points

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

Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
Highly Effective 59-60		
3.3 3.4 3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60.25 (round to 60)

APPR – Principal Improvement Plan (PIP) Form

NR-W Central School District
(Completed by administrator)

Name: Issue Date:

Evaluation Year: Building:

A Principal Improvement Plan must commence by September 10th of the succeeding school year or within ten (10) days after the principal has received an Annual Principal Evaluation Composite Score of "Ineffective," or after the resolution of an APPR appeal. PIPs must be cooperatively developed between the Superintendent and the identified principal and shall not extend for more than one school year. This process will involve the NRWAA president or designee.

Areas of Improvement - With Domain and Component Included (maximum of two goals)	**Strategies for Improvement**	**Resources and Supports (e.g. Professional Development,**	**Evidence and Date of Implementation and/or Means of Assessment (e.g. Observations)**
Goal I:			
Goal II:			

End of Principal Improvement Plan Recommendation and Action:

Administrator Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

NRWAA President or designee Signature: _____ Date: _____

- 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:

12/27/2012

Teachers Union President Signature: Date:

Carol A. Zuill 12/27/2012

Administrative Union President Signature: Date:

12/27/2012

Board of Education President Signature: Date:

12/27/2012