



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

November 13, 2012

Kenneth J. Ellison, Superintendent  
Pavilion Central School District  
7014 Big Tree Road  
Pavilion, NY 14525

Dear Superintendent Ellison:

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 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, May 22, 2012

Updated Friday, November 09, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 181201040000

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

*181201040000*

#### 1.2) School District Name: PAVILION CSD

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

*PAVILION 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, May 22, 2012

Updated Friday, November 09, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

|   | ELA   | Assessment                            |
|---|---|---------------------------------------|
| K | District, regional, or BOCES-developed assessment | GVEP BOCES Developed K-ELA Assessment |
| 1 | District, regional, or BOCES-developed assessment | GVEP BOCES Developed 1-ELA Assessment |
| 2 | District, regional, or BOCES-developed assessment | GVEP BOCES Developed 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

Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each

|   |  |
|---|--|
| subcomponent. If needed, you may upload a table or graphic at 2.11, below.  | individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.   |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).                   | Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.   |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).              | Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.  |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).        | Teachers will receive a rating of Ineffective when 0-49% of the students meet their individual targets.  |

## 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 | GVEP BOCES Developed K-Math Assessment |
| 1 | District, regional, or BOCES-developed assessment | GVEP BOCES Developed 1-Math Assessment |
| 2 | District, regional, or BOCES-developed assessment | GVEP BOCES Developed 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. | Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).   | Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.   |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.   |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.  |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).  | Teachers will receive a rating of Ineffective when 0-49% of the students meet their individual targets.  |

## 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 | GVEP BOCES Developed 6-Science Assessment |
| 7 | District, regional or BOCES-developed assessment | GVEP BOCES Developed 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.

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| 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. | Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).   | Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.   |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.   |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.  |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).  | Teachers will receive a rating of Ineffective when 0-49% of the students meet their individual targets.  |

## 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 | GVEP BOCES Developed 6-SS Assessment |
| 7 | District, regional or BOCES-developed assessment | GVEP BOCES Developed 7-SS Assessment |
| 8 | District, regional or BOCES-developed assessment | GVEP BOCES Developed 8-SS 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. | Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the |
|---|---|

| "Conversion Chart for SLOs."  |  |
|---|--|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets. |
| Effective (9 - 17 points) Results meet District goals for similar students.                   | Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.         |
| Developing (3 - 8 points) Results are below District goals for similar students.              | Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.        |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.        | Teachers will receive a rating of Ineffective when 0-49% of the students meet their individual targets.        |

## 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 | GVEP BOCES Developed 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. | Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.   |
| Developing (3 - 8 points) Results are below District goals for similar students.  | Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | Teachers will receive a rating of Ineffective when 0-49% of the students meet their individual targets.  |

## 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. | Using data results from regionally developed pre-assessments, targets for the final Regents assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.   |
| Developing (3 - 8 points) Results are below District goals for similar students.  | Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | Teachers will receive a rating of Ineffective when 0-49% of the students meet their individual targets.  |

## 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. | Using data results from regionally developed pre-assessments, targets for the final Regents assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.   |
| Developing (3 - 8 points) Results are below District goals for similar students.  | Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | Teachers will receive a rating of Ineffective when 0-49% of the students meet their individual targets.  |

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.   |
| Developing (3 - 8 points) Results are below District goals for similar students.  | Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | Teachers will receive a rating of Ineffective when 0-49% of the students meet their individual targets.  |

## 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  |
|----------------------------------|---------------------------------------|---|
| Art 6-12                         | District, Regional or BOCES-developed | GVEP-developed Grade-specific Art Assessment                |
| General Music K-5 6-12           | District, Regional or BOCES-developed | GVEP-developed Grade-specific General Music Assessment      |
| Vocal Music K-5 6-12             | District, Regional or BOCES-developed | GVEP-developed Grade-specific Vocal Music Assessment        |
| Instrumental Music K-5 6-12      | District, Regional or BOCES-developed | GVEP-developed Grade-specific Instrumental Music Assessment |
| Physical Education K-5 6-12      | District, Regional or BOCES-developed | GVEP-developed Grade-specific Physical Education Assessment |
| Health 6-12                      | District, Regional or BOCES-developed | GVEP-developed Grade-specific Health Assessment             |
| Business 6-12                    | District, Regional or BOCES-developed | GVEP-developed Grade-specific Business Assessment           |
| Technology 6-12                  | District, Regional or BOCES-developed | GVEP-developed Grade-specific Technology Assessment         |
| Family and Consumer Science 6-12 | District, Regional or BOCES-developed | GVEP-developed Grade-specific FACS Assessment               |
|                                  |                                       |   |
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|                                  |                                       |   |
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|                                  |                                       |   |
|                                  |                                       |   |

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. | Using data results from regionally developed pre-assessments, targets for the final assessment will be established for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "Conversion Chart for SLOs." |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.   |
| Developing (3 - 8 points) Results are below District goals for similar students.  | Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | Teachers will receive a rating of Ineffective when 0-49% of the students meet their individual targets.  |

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/5364/132008-TXEttx9bQW/HEDI Scoring Table.docx*

## 2.12) Locally Developed Controls

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

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

*The only controls used in setting targets for Comparable Growth Measures will be student prior academic history. Whether students have a disability, are English language learners, or are in poverty, appropriate targets can be established for them based on their prior academic achievement levels.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

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

### 3. Local Measures (Teachers)

Created Tuesday, May 22, 2012

Updated Friday, November 09, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment   |
|---|---|--|
| 4 | 4) State-approved 3rd party assessments                 | AIMSweb  |
| 5 | 4) State-approved 3rd party assessments                 | AIMSweb  |
| 6 | 5) District, regional, or BOCES–developed assessments   | Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 6 Assessment |

|   |   |  |
|---|---|--|
| 7 | 5) District, regional, or BOCES–developed assessments | Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 7 Assessment |
| 8 | 5) District, regional, or BOCES–developed assessments | Genesee Valley Educational Partnership (GVEP)-developed ELA Grade 8 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. | 15% of a teacher’s composite score will be based on data from New York state exams, New York Regents exams, third party assessments (AIMS WEB literacy K-5) or regionally developed assessments (GVEP). Targets for individual students, classes, grades, or buildings will be mutually developed with the teacher and evaluator. Teachers will be assigned 0-15 points within the HEDI rating categories as shown on the HEDI Scoring Chart. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Teachers will receive a rating of Highly Effective when 90-100%(grades 6-8) 86-100%(grades 4-5) of the students meet their individual targets.  |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Effective when 80-89%(grades 6-8) 70-85%(grades 4-5) of the students meet their individual targets.   |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Developing when 70-79%(grades 6-8) 50-69%(grades 4-5) of the students meet their individual targets.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Ineffective when 0-69%(grades 6-8) 0-49%(grades 4-5) of the students meet their individual targets.   |

### 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   | Genesee Valley Educational Partnership (GVEP)-developed MATH Grade 4 Assessment |
| 5 | 5) District, regional, or BOCES–developed assessments   | Genesee Valley Educational Partnership (GVEP)-developed MATH Grade 5 Assessment |
| 6 | 5) District, regional, or BOCES–developed assessments   | Genesee Valley Educational Partnership (GVEP)-developed MATH Grade 6 Assessment |
| 7 | 5) District, regional, or BOCES–developed assessments   | Genesee Valley Educational Partnership (GVEP)-developed MATH Grade 7 Assessment |
| 8 | 5) District, regional, or BOCES–developed assessments   | Genesee Valley Educational Partnership (GVEP)-developed MATH Grade 8 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. | 15% of a teacher’s composite score will be based on data from New York state exams, New York Regents exams, third party assessments (AIMS WEB literacy K-5) or regionally developed assessments (GVEP). Targets for individual students, classes, grades, or buildings will be mutually developed with the teacher and evaluator. Teachers will be assigned 0-15 points within the HEDI rating categories as shown on the HEDI Scoring Chart. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Teachers will receive a rating of Highly Effective when 90-100%(grades 6-8) 86-100%(grades 4-5) of the students meet their individual targets.  |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Effective when 80-89%(grades 6-8) 70-85%(grades 4-5) of the students meet their individual targets.   |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Developing when 70-79%(grades 6-8) 50-69%(grades 4-5) of the students meet their individual targets.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Ineffective when 0-69%(grades 6-8) 0-49%(grades 4-5) of the students meet their individual targets.   |

### 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/5139/132009-rhJdBgDruP/Value Added HEDI.docx>

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

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

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|------------|
| K | 4) State-approved 3rd party assessments                 | AIMSweb    |
| 1 | 4) State-approved 3rd party assessments                 | AIMSweb    |
| 2 | 4) State-approved 3rd party assessments                 | AIMSweb    |
| 3 | 4) State-approved 3rd party assessments                 | AIMSweb    |

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. | 20% of a teacher’s composite score will be based on data from New York state exams, New York Regents exams, third party assessments (AIMS WEB literacy K-5) or regionally developed assessments (GVEP). Targets for individual students, classes, grades, or buildings will be mutually developed with the teacher and evaluator. Teachers will be assigned 0-20 points within the HEDI rating categories as shown on the HEDI Scoring Chart. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.  |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.   |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Teachers will receive a rating of Ineffective when 0-49% of the students meet their individual targets.   |

### 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   | Genesee Valley Educational Partnership (GVEP)-developed MMath Grade K Assessment |
| 1 | 5) District, regional, or BOCES–developed assessments   | Genesee Valley Educational Partnership (GVEP)-developed MMath Grade 1 Assessment |
| 2 | 5) District, regional, or BOCES–developed assessments   | Genesee Valley Educational Partnership (GVEP)-developed MMath Grade 2 Assessment |
| 3 | 5) District, regional, or BOCES–developed assessments   | Genesee Valley Educational Partnership (GVEP)-developed MMath Grade 3 Assessment |

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Teachers of Grades K-3 Math will receive a Local Measure of Achievement on the following HEDI Scale based on the percentage of students who meet or exceed established proficiency benchmarks for the class or subgroup on the Genesee Valley Educational Partnership summative assessment in Math. Proficiency is defined as earning a 65% or higher score on the assessment. Teachers will receive a rating of Highly Effective if results are well above the District goal (86-100% of students reached the target). Teachers will receive a rating of Effective if results meet the district goal (70-85% of students reached the target). Teachers will receive a rating of Developing if results are below the District goal (50-69% of students met the target). Teachers will receive a rating of Ineffective if results are well below the District goal (0-49% of students met the target) |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.   |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.   |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.  | Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Teachers will receive a rating of Ineffective when 0-49% of the students meet their individual targets.  |

### 3.6) Grades 6-8 Science

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 6 | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
| 7 | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
| 8 | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |

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 | Teachers of Grades 6-8 Science will receive a Local Measure of Achievement based on the average percentage of students |
|--|--|

subcomponent. If needed, you may upload a table or graphic at 3.13, below.

passing the “gatekeeper” Regents exams in English, Global, U.S. History, Algebra, Living Environment, and the Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8. Proficiency is defined as earning a 65 or higher score on the assessment. Teachers will receive a rating of Highly Effective if results are well above District goal (90-100% students passed). Teachers will receive a rating of Effective if results meet the District goal (80-89% students passed). Teachers will receive a rating of Developing if results are below District goal (70-79% students passed). Teachers will receive a rating of Ineffective if results are well below the District goal (0-69% students passed). HEDI Methodology: 11 content area assessments will be utilized. Part 1: Determine what percentage of all students taking the five gatekeeper Regents earned a score of 65% or higher. This will be done by taking the total number of students that scored a 65 or higher on all five Regents exams and dividing that number by the total number of students who took all five Regents exams. Part 2: Determine what percentage of all students taking the six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 earned a score of 65% or higher. This will be done by taking the total number of students that scored a 65% or higher on all Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and dividing that number by the total number of students who took all six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 exams. Part 3: The final two averages from Part 1 and Part 2 will be added together and divided by 2 for the final building wide average. This will be the average used to compute the HEDI score.

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

Teachers will receive a rating of Highly Effective when 90-100% of the students meet their individual targets.

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

Teachers will receive a rating of Effective when 80-89% of the students meet their individual targets.

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

Teachers will receive a rating of Developing when 70-79% of the students meet their individual targets.

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

Teachers will receive a rating of Ineffective when 0-69% of the students meet their individual targets.

### 3.7) Grades 6-8 Social Studies

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 6 | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |

|   |  |   |
|---|--|---|
| 7 | 6(ii) School wide measure computed locally | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
| 8 | 6(ii) School wide measure computed locally | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |

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. | Teachers of Grades 6-8 Social Studies will receive a Local Measure of Achievement based on the average percentage of students passing the “gatekeeper” Regents exams in English, Global, U.S. History, Algebra, Living Environment, and the Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8. Proficiency is defined as earning a 65 or higher score on the assessment. Teachers will receive a rating of Highly Effective if results are well above District goal (90-100% students passed). Teachers will receive a rating of Effective if results meet the District goal (80-89% students passed). Teachers will receive a rating of Developing if results are below District goal (70-79% students passed). Teachers will receive a rating of Ineffective if results are well below the District goal (0-69% students passed). HEDI Methodology: 11 content area assessments will be utilized. Part 1: Determine what percentage of all students taking the five gatekeeper Regents earned a score of 65 or higher. This will be done by taking the total number of students that scored a 65 or higher on all five Regents exams and dividing that number by the total number of students who took all five Regents exams. Part 2: Determine what percentage of all students taking the six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 earned a score of 65% or higher. This will be done by taking the total number of students that scored a 65% or higher on all Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and dividing that number by the total number of students who took all six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 exams. Part 3: The final two averages from Part 1 and Part 2 will be added together and divided by 2 for the final building wide average. This will be the average used to compute the HEDI score. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Highly Effective when 90-100% of the students meet their individual targets.  |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Effective when 80-89% of the students meet their individual targets.  |

|  |   |
|--|---|
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.       | Teachers will receive a rating of Developing when 70-79% of the students meet their individual targets. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will receive a rating of Ineffective when 0-69% of the students meet their individual targets. |

### 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              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
| Global 2         | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
| American History | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |

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. | Teachers of High School Social Studies will receive a Local Measure of Achievement based on the average percentage of students passing the “gatekeeper” Regents exams in English, Global, U.S. History, Algebra, Living Environment, and the Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8. Proficiency is defined as earning a 65 or higher score on the assessment. Teachers will receive a rating of Highly Effective if results are well above District goal (90-100% students passed). Teachers will receive a rating of Effective if results meet the District goal (80-89% students passed). Teachers will receive a rating of Developing if results are below District goal (70-79% students passed). Teachers will receive a rating of Ineffective if results are well below the District goal (0-69% students passed). HEDI Methodology: 11 content area assessments will be utilized. Part |
|---|---|

1: Determine what percentage of all students taking the five gatekeeper Regents earned a score of 65 or higher. This will be done by taking the total number of students that scored a 65 or higher on all five Regents exams and dividing that number by the total number of students who took all five Regents exams. Part 2: Determine what percentage of all students taking the six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 earned a score of 65% or higher. This will be done by taking the total number of students that scored a 65% or higher on all Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and dividing that number by the total number of students who took all six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 exams. Part 3: The final two averages from Part 1 and Part 2 will be added together and divided by 2 for the final building wide average. This will be the average used to compute the HEDI score.

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

Teachers will receive a rating of Highly Effective when 90-100% of the students meet their individual targets.

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

Teachers will receive a rating of Effective when 80-89% of the students meet their individual targets.

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

Teachers will receive a rating of Developing when 70-79% of the students meet their individual targets.

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

Teachers will receive a rating of Ineffective when 0-69% of the students meet their individual targets.

### 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              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
| Earth Science      | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
| Chemistry          | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |

|         |  |   |
|---------|--|---|
| Physics | 6(ii) School wide measure computed locally | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
|---------|--|---|

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. | Teachers of High School Science will receive a Local Measure of Achievement based on the average percentage of students passing the “gatekeeper” Regents exams in English, Global, U.S. History, Algebra, Living Environment, and the Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8. Proficiency is defined as earning a 65 or higher score on the assessment. Teachers will receive a rating of Highly Effective if results are well above District goal (90-100% students passed). Teachers will receive a rating of Effective if results meet the District goal (80-89% students passed). Teachers will receive a rating of Developing if results are below District goal (70-79% students passed). Teachers will receive a rating of Ineffective if results are well below the District goal (0-69% students passed). HEDI Methodology: 11 content area assessments will be utilized. Part 1: Determine what percentage of all students taking the five gatekeeper Regents earned a score of 65 or higher. This will be done by taking the total number of students that scored a 65 or higher on all five Regents exams and dividing that number by the total number of students who took all five Regents exams. Part 2: Determine what percentage of all students taking the six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 earned a score of 65% or higher. This will be done by taking the total number of students that scored a 65% or higher on all Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and dividing that number by the total number of students who took all six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 exams. Part 3: The final two averages from Part 1 and Part 2 will be added together and divided by 2 for the final building wide average. This will be the average used to compute the HEDI score. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Teachers will receive a rating of Highly Effective when 90-100% of the students meet their individual targets.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Teachers will receive a rating of Effective when 80-89% of the students meet their individual targets.  |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Teachers will receive a rating of Developing when 70-79% of the students meet their individual targets.   |

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

Teachers will receive a rating of Ineffective when 0-69% of the students meet their individual targets.

### 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              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
| Geometry  | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
| Algebra 2 | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |

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.

Teachers of High School Math will receive a Local Measure of Achievement based on the average percentage of students passing the “gatekeeper” Regents exams in English, Global, U.S. History, Algebra, Living Environment, and the Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8. Proficiency is defined as earning a 65 or higher score on the assessment. Teachers will receive a rating of Highly Effective if results are well above District goal (90-100% students passed). Teachers will receive a rating of Effective if results meet the District goal (80-89% students passed). Teachers will receive a rating of Developing if results are below District goal (70-79% students passed). Teachers will receive a rating of Ineffective if results are well below the District goal (0-69% students passed). HEDI Methodology: 11 content area assessments will be utilized. Part 1: Determine what percentage of all students taking the five gatekeeper Regents earned a score of 65 or higher. This will be done by taking the total number of students that scored a 65 or

higher on all five Regents exams and dividing that number by the total number of students who took all five Regents exams. Part 2: Determine what percentage of all students taking the six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 earned a score of 65% or higher. This will be done by taking the total number of students that scored a 65% or higher on all Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and dividing that number by the total number of students who took all six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 exams. Part 3: The final two averages from Part 1 and Part 2 will be added together and divided by 2 for the final building wide average. This will be the average used to compute the HEDI score.

|   |  |
|---|--|
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will receive a rating of Highly Effective when 90-100% of the students meet their individual targets. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                   | Teachers will receive a rating of Effective when 80-89% of the students meet their individual targets.         |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.              | Teachers will receive a rating of Developing when 70-79% of the students meet their individual targets.        |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.        | Teachers will receive a rating of Ineffective when 0-69% of the students meet their individual targets.        |

### 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              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
| Grade 10 ELA | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
| Grade 11 ELA | 6(ii) School wide measure computed locally              | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |

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.*

|  |  |
|--|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>Teachers of High School English Language Arts will receive a Local Measure of Achievement based on the average percentage of students passing the “gatekeeper” Regents exams in English, Global, U.S. History, Algebra, Living Environment, and the Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8. Proficiency is defined as earning a 65 or higher score on the assessment. Teachers will receive a rating of Highly Effective if results are well above District goal (90-100% students passed). Teachers will receive a rating of Effective if results meet the District goal (80-89% students passed). Teachers will receive a rating of Developing if results are below District goal (70-79% students passed). Teachers will receive a rating of Ineffective if results are well below the District goal (0-69% students passed). HEDI Methodology: 11 content area assessments will be utilized. Part 1: Determine what percentage of all students taking the five gatekeeper Regents earned a score of 65 or higher. This will be done by taking the total number of students that scored a 65 or higher on all five Regents exams and dividing that number by the total number of students who took all five Regents exams. Part 2: Determine what percentage of all students taking the six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 earned a score of 65% or higher. This will be done by taking the total number of students that scored a 65% or higher on all Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and dividing that number by the total number of students who took all six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 exams. Part 3: The final two averages from Part 1 and Part 2 will be added together and divided by 2 for the final building wide average. This will be the average used to compute the HEDI score.</p> |
| <p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>Teachers will receive a rating of Highly Effective when 90-100% of the students meet their individual targets.</p>  |
| <p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>Teachers will receive a rating of Effective when 80-89% of the students meet their individual targets.</p>  |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>Teachers will receive a rating of Developing when 70-79% of the students meet their individual targets.</p>   |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>Teachers will receive a rating of Ineffective when 0-69% of the students meet their individual targets.</p>   |

### 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.



Part 2: Determine what percentage of all students taking the six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 earned a score of 65% or higher. This will be done by taking the total number of students that scored a 65% or higher on all Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and dividing that number by the total number of students who took all six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 exams. Part 3: The final two averages from Part 1 and Part 2 will be added together and divided by 2 for the final building wide average. This will be the average used to compute the HEDI score. Teachers of all other courses in grades K-5 (General Music, Vocal Music, Instrumental Music, and Physical Education) will receive local measure of achievement based on the percentage of students achieving proficiency on the Genesee Valley Educational Partnership (GVEP)-developed course and grade specific assessment. Proficiency is defined as achieving a score of 3 or 4. The percentage will be based on the total number of students receiving a score of 3 or 4 divided by the total number of students on that teacher's class roster taking the course and grade specific assessment. The attached HEDI chart outlines the distribution of possible points for the teacher from 0-20.

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

6-12 Teachers will receive a rating of Highly Effective when 90-100% of the students meet their individual targets.  
K-5 Teachers will receive a rating of Highly Effective when 86-100% of the students meet their individual targets.

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

6-12 Teachers will receive a rating of Effective when 80-89% of the students meet their individual targets.  
K-5 Teachers will receive a rating of Effective when 70-85% of the students meet their individual targets.

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

6-12 Teachers will receive a rating of Developing when 70-79% of the students meet their individual targets.  
K-5 Teachers will receive a rating of Developing when 50-69% of the students meet their individual targets.

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

6-12 Teachers will receive a rating of Ineffective when 0-69% of the students meet their individual targets.  
K-5 Teachers will receive a rating of Ineffective when 0-69% of the students meet their individual targets.

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/5139/132009-y92vNseFa4/HEDI Local K-5 and 6-12.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 response)*

### 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.

*In these cases the multiple scores shall be averaged to generate a single final score.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 24, 2012

Updated Wednesday, October 31, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

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

*Not Applicable*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

|  |               |
|--|---------------|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 36            |
| One or more observation(s) by trained independent evaluators   | (No response) |
| Observations by trained in-school peer teachers  | (No response) |
| Feedback from students using State-approved survey tool  | (No response) |
| Feedback from parents/caregivers using State-approved survey tool  | (No response) |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts   | 24            |

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Teachers will be observed in their classrooms twice (once announced and once unannounced), and they will submit other evidence to address the standards not covered by the classroom observations. Final scores of 0-60 will be assigned to each teacher based upon the negotiated HEDI rating scale. Points will be awarded proportionally based on the total number of points available as shown on the attached evaluation forms. The use of our rubric tool will result in a one to one point relationship with the 0-60 point range for other measures of effectiveness.*

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/5091/132944-eka9yMJ855/60 Points Updated.pdf*

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

|   |   |
|---|---|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards.                      | Teachers will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final HEDI score between 59-60 points. |
| Effective: Overall performance and results meet NYS Teaching Standards.                               | Teachers will receive a rating of Effective for the "other measures" sub-component when they earn a final HEDI score between 57-58 points.        |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | Teachers will receive a rating of Developing for the "other measures" sub-component when they earn a final HEDI score between 50-56 points.       |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards.                      | Teachers will receive a rating of DIneffective for the "other measures" sub-component when they earn a final HEDI score between 0-49 points.      |

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

|   |   |
|---|---|
| 4.6) Observations of Probationary Teachers   Formal/Long    | 2 |
| 4.6) Observations of Probationary Teachers   Informal/Short | 0 |
| 4.6) Observations of Probationary Teachers   Enter Total    | 2 |

By trained in-school peer teachers or other trained reviewers

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

Independent evaluators

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

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

- In Person

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

- Not Applicable

### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

Independent evaluators

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

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

- In Person

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

- In Person

# 5. Composite Scoring (Teachers)

Created Tuesday, May 22, 2012

Updated Wednesday, October 31, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, May 22, 2012

Updated Wednesday, October 31, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

|   |         |
|---|---------|
| 6.1) Assurances -- Improvement Plans<br>  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<br>  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/5265/132011-Df0w3Xx5v6/Pavilion TIP Form.docx](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### **APPEAL PROCEDURE**

*Appeals of annual professional performance reviews (APPR) shall be limited only to those where the teacher has received an overall rating of "ineffective or developing" based on his/her single composite effectiveness score.*

*A. In order to implement the requirements of N.Y. Education Law §3012-c, and notwithstanding any other current bargaining obligation or agreement, the District and Association hear by agree as follows:*

#### *WHAT MAY BE CHALLENGED IN AN APPEAL*

*In an appeal, a teacher may only challenge:*

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

#### *PROHIBITION AGAINST MORE THAN ONE APPEAL*

*A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

#### *BURDEN OF PROOF*

*In an appeal, the teacher has the burden of demonstrating by clear and convincing evidence that his/her overall rating was affected by substantial error or defect.*

#### *TIMEFRAME FOR FILING AN APPEAL*

*Appeals of an annual professional performance review must be submitted in writing no later than ten school days after receipt by the teacher of a copy of the APPR. The failure to file an appeal within the required timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*

*When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review 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.*

#### *TIMEFRAME FOR DISTRICT RESPONSE*

*Within 10 school days of receipt of an appeal, the school district administrator(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. If the decision making committee believes it needs clarification or has questions, the committee will schedule a meeting with the teacher who is appealing and /or the administrator who conducted the observation and/or issued the review, no later than 5 school days after the district's response to the appeal has been filed. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school 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 teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response. The failure to file a response within these time frames will allow the movement of the appeal to the next level.*

#### *DECISION-MAKER ON APPEAL*

*There shall be a committee consisting of 4 members. The members shall be mutually agreed upon by the district and association. The committee shall include 2 administrators not involved in the rating or issuance of the TIP, the union president or his/her designee and either a department chair, team leader or the mentor coordinator. The recommendation of the committee shall be confidential and will not be disclosed to any third party except by law without a subpoena or court action.*

#### *DECISION*

*A written decision on the merits of the appeal shall be rendered no later than 10 school days after receiving the district response to the appeal. The decision shall be based solely on the written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence accompanying the response.*

*The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. The committee's recommendation will be sent to the District Superintendent who will make the final determination of the appeal within 10 school days upon receipt of the recommendation of the committee. Such decision shall be final and binding on the parties. The decision shall not be subject to any further appeal through any other process including grievance or arbitration procedures contained within the parties' collective bargaining agreement, adjudication before an administrative body or individual (including, but not limited to the Commissioner of Education) or court action.*

#### *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 teacher performance review and/or improvement plan. A teacher may not resort to any other procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan including but not limited to other contractual grievance procedures.

## 6.4) Training and Certification of Lead Evaluators and Evaluators

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

### *EVALUATOR TRAINING*

*The superintendent will ensure that all evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator certification of 60 hours over ten days will include training on:*

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;*
- 2) Evidence-based observation techniques that are grounded in research;*
- 3) Application and use of the student growth percentile model;*
- 4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;*
- 7) Use of the Statewide Instructional Reporting System;*
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's 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. The superintendent will ensure that lead evaluators are certified via annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and re certification. BOCES training and other workshops will address inter-rater reliability Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. 30 hours of re-certification will be provided by BOCES in subsequent years and will focus on inter-rater reliability.*

## 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

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

|   |         |
|---|---------|
| 6.6) Assurances -- Teachers   Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which 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 Tuesday, May 22, 2012

Updated Wednesday, October 31, 2012

## Page 1

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

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

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

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

|               |
|---------------|
| K-5           |
| 6-12          |
| (No response) |

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

|  |   |
|--|---|
| Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below. | All building principals will have state state provided measures of student growth |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).                        | All building principals will have state state provided measures of student growth |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).  | All building principals will have state state provided measures of student growth |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).                                     | All building principals will have state state provided measures of student growth |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).                               | All building principals will have state state provided measures of student growth |

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

*(No response)*

#### 7.4) Special Considerations for Comparable Growth Measures

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

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, May 24, 2012

Updated Friday, November 09, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---------------------|---|---|
| K-5                 | (d) measures used by district for teacher evaluation    | Genesee Valley Educational Partnership developed Math summative assessments Grades K, 1, 2, 3   |
| 6-12                | (d) measures used by district for teacher evaluation    | Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and the following New York State Regents Exams: English, Global, U.S. History, Algebra, and Living Environment. |
|                     |   |   |
|                     |   |   |
|                     |   |   |
|                     |   |   |
|                     |   |   |

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

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

|  |   |
|--|---|
| <p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p> | <p>The K-5 Principal will receive a Local Measure of Achievement on the percentage of students who meet or exceed established proficiency benchmarks for grades K-3 on Genesee Valley Educational Partnership summative assessment in Math. Proficiency is defined as earning a 65% or higher score on the assessment. HEDI Methodology: Determine what percentage of all students taking the Genesee Valley Educational Partnership developed Math summative assessment in grades K, 1, 2, and 3 earned a score of 65% or higher. This will be done by taking the total number of students that scored a 65% or higher on all Genesee Valley Educational Partnership developed Math summative assessments in grades K, 1, 2, and 3 and dividing that number by the total number of students who took the exam. The resulting percent will be applied to the attached HEDI chart. Principals will receive a rating of Highly Effective if results are well above the District goal (86-100% of students reached the target). Principals will receive a rating of Effective if results</p> |
|--|---|

meet the district goal (70-85% of students reached the target). Principals will receive a rating of Developing if results are below the District goal (50-69% of students met the target). Principals will receive a rating of Ineffective if results are well below the District goal (0-49% of students met the target) The 6-12 Principal will receive a Local Measure of Achievement based on the average percentage of students passing the “gatekeeper” Regents exams in English, Global, U.S. History, Algebra, Living Environment, and the Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8. Proficiency is defined as earning a 65 or higher score on the assessment. The 6-12 Principal will receive a rating of Highly Effective if results are well above District goal (90-100% students passed). The 6-12 Principal will receive a rating of Effective if results meet the District goal (80-89% students passed). The 6-12 Principal will receive a rating of Developing if results are below District goal (70-79% students passed). The 6-12 Principal will receive a rating of Ineffective if results are well below the District goal (0-69% students passed). HEDI Methodology: 11 content area assessments will be utilized. Part 1: Determine what percentage of all students taking the five gatekeeper Regents earned a score of 65 or higher. This will be done by taking the total number of students that scored a 65 or higher on all five Regents exams and dividing that number by the total number of students who took all five Regents exams. Part 2: Determine what percentage of all students taking the six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 earned a score of 65% or higher. This will be done by taking the total number of students that scored a 65% or higher on all Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 and dividing that number by the total number of students who took all six Genesee Valley Educational Partnership developed ELA and Math summative assessments in grades 6, 7, and 8 exams. Part 3: The final two averages from Part 1 and Part 2 will be added together and divided by 2 for the final building wide average. This will be the average used to compute the HEDI score.

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

The K-5 principal will receive a rating of Highly Effective when 86-100% of the students meet the building level target. The 6-12 principal will receive a rating of Highly Effective when 90-100% of the students meet the building level target.

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

The K-5 principal will receive a rating of Effective when 70-85% of the students meet the building level target. The 6-12 principal will receive a rating of Effective when 80-89% of the students meet the building level target.

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

The K-5 principal will receive a rating of Developing when 50-69% of the students meet the building level target. The 6-12 principal will receive a rating of Developing when 70-79% of the students meet the building level target.

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

The K-5 principal will receive a rating of Ineffective when 0-49% of the students meet the building level target. The 6-12 principal will receive a rating of Ineffective when 0-69% of the students meet the building level target.

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/5366/133004-qBFVOWF7fC/Value Added HEDI.docx*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|------------|
| Not applicable      |   |            |
|                     |   |            |
|                     |   |            |
|                     |   |            |
|                     |   |            |
|                     |   |            |
|                     |   |            |

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.           | No other grade configurations apply |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | No other grade configurations apply |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | No other grade configurations apply |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.              | No other grade configurations apply |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.        | No other grade configurations apply |

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

*(No response)*

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

*(No response)*

### 8.3) Locally Developed Controls

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

*(No response)*

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

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

*(No response)*

#### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Thursday, August 30, 2012

Updated Wednesday, October 31, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

(No response)

(No response)

(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.

*Each of the Domains in the Multidimensional Principal Performance Rubric has been assigned a portion of the 60 possible points.*  
*Domain 1: Shared Vision of Learning= 8 pts.,*  
*Domain 2: School Culture and Instructional Program= 16 pts.,*  
*Domain 3: Safe, Efficient, Effective Learning Environment= 12 pts.,*  
*Domain 4: Community= 8 pts.,*  
*Domain 5: Integrity, Fairness, Ethics = 8 pts.*  
*Domain 6: Political, Social, Economic, Legal and Cultural Context = 8 pts.*  
*For each rubric in a domain:*

- Ineffective = 0-1 points*
- Developing = 2.5 points*
- Effective = 3.5 points*
- Highly Effective = 4 points*

*For each domain:*

- Add points for each dimension of the Domain together.*

*Add the six domain scores together, for a total of 60 possible points.*

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/5143/170353-pMADJ4gk6R/Pavilion MPPR Form 2- Admin\\_1.docx](#)

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

|  |  |
|--|--|
| Highly Effective: Overall performance and results exceed standards.                      | Principals who score 3.5-4.0 as outlined above will have an overall scoring range of 56-60 based on the attached under section 9.7 |
| Effective: Overall performance and results meet standards.                               | Principals who score 2.5-3.4 as outlined above will have an overall scoring range of 46-55 based on the attached under section 9.7 |
| Developing: Overall performance and results need improvement in order to meet standards. | Principals who score 1.5-2.4 as outlined above will have an overall scoring range of 36-45 based on the attached under section 9.7 |
| Ineffective: Overall performance and results do not meet standards.                      | Principals who score 1.0-1.4 as outlined above will have an overall scoring range of 0-35 based on the attached under section 9.7  |

Please provide the locally-negotiated 60 point scoring bands.

|                  |       |
|------------------|-------|
| Highly Effective | 56-60 |
| Effective        | 46-55 |
| Developing       | 36-45 |
| Ineffective      | 0-35  |

## 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                    | 4 |
| By trained administrator         | 0 |
| By trained independent evaluator | 0 |
| Enter Total                      | 4 |

### **Tenured Principals**

|                                  |   |
|----------------------------------|---|
| By supervisor                    | 4 |
| By trained administrator         | 0 |
| By trained independent evaluator | 0 |
| Enter Total                      | 4 |

# 10. Composite Scoring (Principals)

Created Thursday, May 24, 2012

Updated Wednesday, October 31, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

|                  |       |
|------------------|-------|
| Highly Effective | 56-60 |
| Effective        | 46-55 |
| Developing       | 36-45 |
| Ineffective      | 0-35  |

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, May 22, 2012

Updated Wednesday, October 31, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/132066-Df0w3Xx5v6/Pavilion PIP Form\(Chart\).docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *Appeal Process*

*A. A principal who receives a "Developing or Ineffective" rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An evaluation shall not be placed in a principal's personnel file until either the expiration of a thirty (30) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process*

*described herein, whichever is later.*

*B. The principal must submit a written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan. The district upon written request must provide any additional written documents or materials relevant to the appeal for the same. The performance review 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. These concerns are limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law:*

- Substance of evaluation*
- Adherence to standards and methods*
- Adherence to Commissioner's Regulation*
- Compliance with negotiated procedure*
- Issuance and/or compliance with terms of an improvement plan*

*C. A principal may not file more than one appeal on the same evaluation.*

*D. The burden shall be on the principal appealing a rating of Developing or Ineffective.*

*E. An appeal must be filed in writing within thirty (30) calendar days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or the right to appeal shall be deemed as waived in all regards.*

*F. An Appeal Panel will consist of: 1 - Administrator*

*1 - Building Level Principal*

*1 - Outside panelist of the Appellant's choice - from a mutually agreed upon list of candidate at District expense if required. The cost is not to exceed \$350.*

*G. The Superintendent or designee will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence will be made within fifteen (15) calendar days of the receipt of the appeal. The response will include all additional documents or written materials relevant to the point (s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.*

*H. The Appeal Panel and appellant will meet within ten (10) calendar days of the written response to review the appeal and either modify the principal evaluation rating or deny the appeal. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.*

*I. The principal shall have the opportunity to present his/her case which may include the representation of witnesses and/or affidavits in lieu of testimony, then the school district may refute the presentation, if the school district does present a case the principal will have the right to present a rebuttal case.*

*J. A written decision on the merits of the appeal shall be rendered no later than ten (10) calendar days from the close of the hearing. 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 school district's response to the appeal and additional documentary evidence submitted with such papers. 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 reviewer may set aside or modify a rating. A copy of the decision shall be provided to the principal, the Superintendent and all members of the Appeal Panel.*

## 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.

*Throughout 2011-12 and over the summer of 2012, our evaluator received a blend of trainings, predominantly through GVEP or Monroe II BOCES. The GVEP or Monroe II BOCES courses include training in all nine required components of the New York State Commissioner's Regulations §30-2.9*

*taught by members of our RTTT Network Team who attend the Network Team Institutes sponsored by NYSED in Albany and turnkey them locally. Additionally, we have and will continue to participate in webinars and workshops from other resources, such as NYSED, NYSCOSS. Our evaluator participate in the trainings we offer our staff on the rubric we have selected. Our evaluator all have access to the professional development resources available through Danielson and continue to work as a team to maintain inter-rater reliability in bi-weekly practice sessions and collaborative conversations. Deeper understanding is provided through training infused in the regional Superintendent's Council Meetings, regional trainings on components of the APPR system through our RTTT Network Team, and our own administrative council meetings. GVEP or Monroe II BOCES will continue offering more training on the APPR system as NYSED resources become available. Our evaluators will participate in those trainings. We will work toward inter-rater reliability within our own team by working together on evaluations and sample lessons. Any new evaluators hired throughout the year will attend trainings offered by GVEP or Monroe II BOCES and also participate in the ongoing training our whole administrative team participates in. Our evaluators will be certified by our Board of Education. We will continue to recertify our evaluators annually.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, May 22, 2012

Updated Friday, November 09, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/132014-3Uqgn5g9Iu/Pavilion APPR 11-9-12.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.

How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?

**HEDI Scoring**

| HIGHLY EFFECTIVE |        |        | EFFECTIVE |        |        |        |           |        |        |        |     | DEVELOPING |        |        |        |        | INEFFECTIVE |        |        |       |
|------------------|--------|--------|-----------|--------|--------|--------|-----------|--------|--------|--------|-----|------------|--------|--------|--------|--------|-------------|--------|--------|-------|
| 20               | 19     | 18     | 17        | 16     | 15     | 14     | <u>13</u> | 12     | 11     | 10     | 9   | 8          | 7      | 6      | 5      | 4      | 3           | 2      | 1      | 0     |
| 96-100%          | 91-95% | 86-90% | 85%       | 83-84% | 81-82% | 79-80% | 77-78%    | 75-76% | 73-74% | 71-72% | 70% | 66-69%     | 63-65% | 60-62% | 57-59% | 54-56% | 50-53%      | 33-49% | 16-32% | 0-15% |

**Rationale**

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

Teacher Signature: \_\_\_\_\_

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

Administrator Signature: \_\_\_\_\_

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

## Value Added HEDI (Local Learning Target) Scale for Grades 6-8

| Highly Effective |        | Effective |        |     |     |        |        | Developing |        |        |        |        | Ineffective |        |       |
|------------------|--------|-----------|--------|-----|-----|--------|--------|------------|--------|--------|--------|--------|-------------|--------|-------|
| 15               | 14     | 13        | 12     | 11  | 10  | 9      | 8      | 7          | 6      | 5      | 4      | 3      | 2           | 1      | 0     |
| 96-100%          | 90-95% | 88-89%    | 86-87% | 85% | 84% | 82-83% | 80-81% | 78-79%     | 76-77% | 74-75% | 72-73% | 70-71% | 60-69%      | 50-59% | 0-49% |

## Value Added HEDI (Local Learning Target) Scale for Grades 4-5

| Highly Effective |        | Effective |        |        |        |        |        | Developing |        |        |        |        | Ineffective |        |       |
|------------------|--------|-----------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|-------------|--------|-------|
| 15               | 14     | 13        | 12     | 11     | 10     | 9      | 8      | 7          | 6      | 5      | 4      | 3      | 2           | 1      | 0     |
| 93-100%          | 86-92% | 84-85%    | 81-83% | 78-80% | 75-77% | 72-74% | 70-71% | 66-69%     | 62-65% | 58-61% | 54-57% | 50-53% | 33-49%      | 16-32% | 0-15% |

## HEDI Scale for Local Achievement Measure for teachers in grades K-5

*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

**K-5 Local Learning Targets Scale:** Teachers will receive a Local Measure of Growth on the following HEDI Scale based on the percentage of students who meet the class or subgroup achievement target on either the AIMSWEB summative reading assessment or the Genesee Valley Educational Partnership summative assessment in Math. Teachers will receive a rating of Highly Effective if results are well above the District goal (86-100% of students reached the target). Teachers will receive a rating of Effective if results meet the district goal (70-85% of students reached the target). Teachers will receive a rating of Developing if results are below the District goal (50-69% of students met the target). Teachers will receive a rating of Ineffective if results are well below the District goal (0-49% of students met the target)..

| HIGHLY EFFECTIVE |        | EFFECTIVE |     |        |        |        |        |        |        |        |     | DEVELOPING |        |        |        |        | INEFFECTIVE |        |        |       |
|------------------|--------|-----------|-----|--------|--------|--------|--------|--------|--------|--------|-----|------------|--------|--------|--------|--------|-------------|--------|--------|-------|
| 20               | 19     | 18        | 17  | 16     | 15     | 14     | 13     | 12     | 11     | 10     | 9   | 8          | 7      | 6      | 5      | 4      | 3           | 2      | 1      | 0     |
| 96-100%          | 91-95% | 86-90%    | 85% | 83-84% | 81-82% | 79-80% | 77-78% | 75-76% | 73-74% | 71-72% | 70% | 66-69%     | 63-65% | 60-62% | 57-59% | 54-56% | 50-53%      | 33-49% | 16-32% | 0-15% |

## HEDI Scale for Local Achievement Measure for teachers in grades 6-12

*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

**6-12 Local Learning Target Scale:** Teachers will receive a Local Measure of Growth based on the average percentage of students passing the regent exams in English, Global, U.S. History, Algebra, Living Environment, and the ELA and Math GVEP summative assessments in grades 6-8. Teachers will receive a rating of Highly Effective if results are well above District goal (90-100% students passed). Teachers will receive a rating of Effective if results meet the District goal (80-89% students passed). Teachers will receive a rating of Developing if results are below District goal (70-79% students passed). Teachers will receive a rating of Ineffective if results are well below the District goal (0-69% students passed).

| HED I<br>Scoring |        | HIGHLY EFFECTIVE |     | EFFECTIVE |    |    |    |    |    |    |    |   |        | DEVELOPING |        |   |        |   |     | INEFFECTIVE |     |   |        |   |        |   |        |   |        |   |       |
|------------------|--------|------------------|-----|-----------|----|----|----|----|----|----|----|---|--------|------------|--------|---|--------|---|-----|-------------|-----|---|--------|---|--------|---|--------|---|--------|---|-------|
| 98-100%          | 94-97% | 90-93%           | 89% | 17        | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 80-81% | 8          | 78-79% | 7 | 76-77% | 6 | 75% | 5           | 74% | 4 | 72-73% | 3 | 70-71% | 2 | 60-69% | 1 | 50-59% | 0 | 0-49% |

# Annual Professional Performance Review

## Tenured Teacher Observation Form

Teacher: \_\_\_\_\_

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

Formal Announced Classroom Observation: 24 points

|  |              |
|--|--------------|
| Planning and Preparation: 12 points (Domain 1) | Score:       |
| Instruction: 12 points (Domain 3)              | Score:       |
|  | Total Score: |

Unannounced Informal Classroom Observation: 12 points

|   |             |
|---|-------------|
| Classroom Environment: 12 points (Domain 2) | Total Score |
|---|-------------|

Summative Review (Domain 4): 24 Points

|  |              |
|--|--------------|
| Reflection on Teaching 4 points  | Score:       |
| Maintaining Accurate Records 4 points  | Score:       |
| Communicating with Families 4 points   | Score:       |
| Participating in a Professional Community 4 points   | Score:       |
| Growing and Developing Professionally 4 points<br>(Enhancing of Content Knowledge and Pedagogical Skill) | Score:       |
| Showing Professionalism 4 points   | Score:       |
|  | Total Score: |

Total Cumulative Score: \_\_\_\_/60

Teacher Signature: \_\_\_\_\_

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

Administrator Signature: \_\_\_\_\_

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

|                                       |
|---------------------------------------|
| <b>HEDI Rating</b>                    |
| <b>Highly Effective:</b> 59-60 points |
| <b>Effective:</b> 57-58 points        |
| <b>Developing:</b> 50-56 points       |
| <b>Ineffective:</b> 0-49 points       |
| <br><b>Individual Rating:</b>         |

**Annual Professional Performance Review**

**Probationary Teacher Observation Form**

Teacher: \_\_\_\_\_

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

**Formal Announced Classroom Observation: 24 points**

|  |              |
|--|--------------|
| Planning and Preparation 8 points (Domain 1) | Score:       |
| Classroom Environment 8 points (Domain 2)    | Score:       |
| Instruction 8 points (Domain3)               | Score:       |
|  | Total Score: |

**Formal Unannounced Classroom Observation: 12 points**

|  |              |
|--|--------------|
| Planning and Preparation 4 points (Domain 1) | Score:       |
| Classroom Environment 4 points (Domain 2)    | Score:       |
| Instruction 4 points (Domain3)               | Score:       |
|  | Total Score: |

**Summative Review (Domain 4): 24 Points**

|  |              |
|--|--------------|
| Reflection on Teaching 4 points  | Score:       |
| Maintaining Accurate Records 4 points  | Score:       |
| Communicating with Families 4 points   | Score:       |
| Participating in a Professional Community 4 points   | Score:       |
| Growing and Developing Professionally 4 points<br>(Enhancing of Content Knowledge and Pedagogical Skill) | Score:       |
| Showing Professionalism 4 points   | Score:       |
|  | Total Score: |

Total Cumulative Score: \_\_\_\_/60

Teacher Signature: \_\_\_\_\_

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

Administrator Signature: \_\_\_\_\_

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

|                                       |
|---------------------------------------|
| <b>HEDI Rating</b>                    |
| <u>Highly Effective:</u> 59-60 points |
| <u>Effective:</u> 57-58 points        |
| <u>Developing:</u> 50-56 points       |
| <u>Ineffective:</u> 0-49 points       |
| <br><u>Individual Rating:</u>         |

## Tenured Teachers Domain 1: Planning and Preparation (Announced Observation)

| Elements   | Performance Indicators  | Evidence/Notes      |
|--|---|---------------------|
| <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content-related pedagogy</li> </ul>  | <ul style="list-style-type: none"> <li>• Lesson and unit plans that reflect important concepts in the discipline</li> <li>• Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</li> <li>• Clear and accurate classroom explanations</li> <li>• Accurate answers to student questions</li> <li>• Feedback to students that furthers learning</li> <li>• Inter-disciplinary connections in plans and practice</li> </ul> | <p>Score: 0 1 2</p> |
| <p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills, knowledge, and language proficiency</li> <li>• Knowledge of students' interest and cultural heritage</li> <li>• Knowledge of students' special needs</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher gathers formal and informal information about students for use in planning instruction</li> <li>• Teacher learns student interests and needs for use in planning</li> <li>• Teacher participation in community cultural events</li> <li>• Teacher-designed opportunities for families to share heritage</li> <li>• Database of students with special needs</li> </ul>  | <p>Score: 0 1 2</p> |
| <p>1c: Setting instructional Goals</p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse students</li> </ul>  | <ul style="list-style-type: none"> <li>• Outcomes of a challenging cognitive level</li> <li>• Statements of student learning, not student activity</li> <li>• Outcomes central to the discipline and related to those in other disciplines</li> <li>• Permit assessment of student attainment</li> <li>• Differentiated for students of varied ability</li> </ul>   | <p>Score: 0 1 2</p> |
| <p>1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>• Resources for classroom use</li> <li>• Resources to extend content knowledge and pedagogy</li> <li>• Resources for students:</li> </ul>   | <ul style="list-style-type: none"> <li>• District provided materials</li> <li>• Range of texts</li> <li>• Guest speakers</li> <li>• Internet resources</li> <li>• Materials provided by professional organizations</li> <li>• Teacher continuing professional education courses or professional</li> </ul>  | <p>Score: 0 1 2</p> |

|   |   |                     |
|---|---|---------------------|
|   | <ul style="list-style-type: none"> <li>groups</li> <li>Community resources</li> </ul>   |                     |
| <b>1e: Designing Coherent Instruction</b> <ul style="list-style-type: none"> <li>Learning activities</li> <li>Instructional materials and resources</li> <li>Instructional groups</li> <li>Lesson and unit structure</li> </ul>     | <ul style="list-style-type: none"> <li>Lessons that support instructional outcomes and reflect important concepts</li> <li>Instructional maps that indicate relationships to prior learning</li> <li>Activities that represent high-level thinking</li> <li>Opportunities for student choice</li> <li>The use of varied resources</li> <li>Thoughtfully planned learning groups</li> <li>Structured lesson plan</li> </ul>  | <b>Score: 0 1 2</b> |
| <b>1f: Designing Student Assessment</b> <ul style="list-style-type: none"> <li>Congruence with instructional outcomes</li> <li>Criteria and standards</li> <li>Design of formative assessments</li> <li>Use for planning</li> </ul> | <ul style="list-style-type: none"> <li>Lesson plans indicate correspondence between assessments and instructional outcomes</li> <li>Assessment types are suitable to the style of outcome</li> <li>Variety of performance opportunities for students</li> <li>Modified assessments are available for individual students as needed</li> <li>Expectations clearly written with descriptors for each level of performance</li> <li>Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction</li> </ul> | <b>Score: 0 1 2</b> |

**Total Score:     /12**

## Tenured Teacher Domain 2: The Classroom Environment (Unannounced Observation)

| Elements  | Performance Indicators   | Evidence/Notes        |
|---|--|-----------------------|
| <p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>• Interactions with students</li> <li>• Interactions between students</li> </ul>   | <ul style="list-style-type: none"> <li>• Respectful talk and taking turns</li> <li>• Respect for students' background and lives outside of school</li> <li>• Teacher and students body language</li> <li>• Politeness, warmth, and caring</li> <li>• Physical proximity</li> <li>• Fairness</li> <li>• Active listening</li> </ul>   | <p>Score: 0 1 2</p>   |
| <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>• Importance of the content and of learning</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Belief in the value of the work</li> <li>• Expectations are high and supported through both verbal and nonverbal behaviors</li> <li>• Quality is expected and recognized</li> <li>• Effort and persistence are expected and recognized</li> <li>• Confidence in ability is evidenced by teacher and students language and behaviors</li> <li>• Expectation for all students to participate</li> </ul> | <p>Score: 0 1 2</p>   |
| <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> </ul> | <ul style="list-style-type: none"> <li>• Smooth functioning of all routines</li> <li>• Little or no loss of instructional time</li> <li>• Students playing an important role in carrying out the routines</li> <li>• Students know what to do, where to move</li> </ul>  | <p>Score: 0 1 2 3</p> |
| <p>2d: Managing Students Behavior</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to student misbehavior</li> </ul>   | <ul style="list-style-type: none"> <li>• Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>• Absence of acrimony between teacher and students concerning behavior</li> <li>• Teacher awareness of student conduct</li> <li>• Preventive action when needed by the teacher</li> </ul>  | <p>Score: 0 1 2 3</p> |

|   |   |                            |
|---|---|----------------------------|
|   | <ul style="list-style-type: none"> <li>• Fairness •</li> <li>• Absence of misbehavior •</li> <li>• Reinforcement of positive behavior</li> </ul>  |                            |
| <p>2e: Organizing Physical Space</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul> | <ul style="list-style-type: none"> <li>• Pleasant, inviting atmosphere •</li> <li>• Safe environment •</li> <li>• Accessibility for all students</li> <li>• Furniture arrangement suitable for the learning activities •</li> <li>• Effective use of physical resources, including computer technology, by both teacher and students</li> </ul> | <p><b>Score: 0 1 2</b></p> |

**Total Score:     /12**

## Tenured Teacher Domain 3: Instruction (Announced Observation)

| Elements   | Performance Indicators   | Evidence/Notes        |
|--|--|-----------------------|
| <p>3a: Communicating with Students</p> <ul style="list-style-type: none"> <li>• Expectations for Learning</li> <li>• Directions for Activities</li> <li>• Explanations of Content</li> <li>• Use of Oral/Written Language</li> </ul>     | <ul style="list-style-type: none"> <li>• Clarity of Lesson Purpose/Objective</li> <li>• Clear directions and procedures</li> <li>• Absence of content errors, clear explanations of content</li> <li>• Student understanding</li> <li>• Correct and imaginative use of language</li> </ul>   | <p>Score: 0 1 2</p>   |
| <p>3b: Using Questioning and Discussion Technique</p> <ul style="list-style-type: none"> <li>• Quality of questions/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Questions are of high cognitive challenge, formulated by both teacher and students</li> <li>• Questions have multiple answers/multiple approaches</li> <li>• Effective use of student responses and ideas</li> <li>• Discussion with teacher as facilitator</li> <li>• High levels of student participation in discussions</li> </ul>   | <p>Score: 0 1 2 3</p> |
| <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> | <ul style="list-style-type: none"> <li>• Activities are aligned with the objectives/goals of the lesson</li> <li>• Student enthusiasm, interest, thinking, problem solving, etc. is evident</li> <li>• Learning tasks require high-level student thinking and are aligned with lesson objectives</li> <li>• Students are highly motivated to work on tasks are persistent even when the tasks are challenging</li> <li>• Students are actively working rather than watching the teacher work</li> <li>• Pacing is neither dragging or rushed with time for closure and student reflection</li> </ul> | <p>Score: 0 1 2 3</p> |
| <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment</li> </ul>          | <ul style="list-style-type: none"> <li>• Teacher pays close attention to evidence of student understanding</li> <li>• Teacher poses specifically created questions to elicit evidence of student understanding</li> </ul>  | <p>Score: 0 1 2</p>   |

|  |  |                            |
|--|--|----------------------------|
| <p>and monitoring of progress</p>  | <ul style="list-style-type: none"> <li>• Teacher circulates to monitor student learning and to offer feedback</li> <li>• Students assess own work against established criteria</li> <li>• Teacher adjusts instruction in response to evidence/lack of student understanding</li> </ul> |                            |
| <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul> | <ul style="list-style-type: none"> <li>• Incorporates student interests and events of the day into a lesson</li> <li>• Visible adjustment in face of student lack of understanding</li> <li>• Teacher takes advantage of teachable moments</li> </ul>                                  | <p><b>Score: 0 1 2</b></p> |

**Total Score:     /12**

## Tenured Teacher Domain 4: Professional Responsibilities (Summative Conference)

| Elements  | Performance Indicators   | Evidence/Notes              |
|---|--|-----------------------------|
| <p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul>  | <ul style="list-style-type: none"> <li>• Accurate reflections on a lesson</li> <li>• Citations of adjustments to practice, drawing on a repertoire of strategies.</li> </ul>   | <p>Score: 0 1 2 3<br/>4</p> |
| <p>4b: Maintaining accurate records</p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul>  | <ul style="list-style-type: none"> <li>• Routines and systems that track student completion of assignments</li> <li>• Systems of information regarding student progress against instructional outcomes</li> <li>• Process of maintaining accurate non-instructional records</li> <li>•</li> </ul>  | <p>Score: 0 1 2 3<br/>4</p> |
| <p>4c: Communicating with families</p> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul>  | <ul style="list-style-type: none"> <li>• Frequent and culturally appropriate information sent home regarding the instructional program, and student progress</li> <li>• Two-way communication between the teacher and families</li> <li>• Frequent opportunities for families to engage in the learning process</li> </ul>   | <p>Score: 0 1 2 3<br/>4</p> |
| <p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Involvement in a culture of professional inquiry</li> <li>• Service to the school</li> <li>• Participation in school and district projects</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Regular Teacher participation with colleagues to share and plan for student success</li> <li>• Regular teacher participation in professional courses or communities that emphasize improving practice</li> <li>• Regular teacher participation in school initiatives</li> <li>• Regular teacher participation and support of community initiatives</li> </ul> | <p>Score: 0 1 2 3<br/>4</p> |
| <p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and</li> </ul>   | <ul style="list-style-type: none"> <li>• Frequent teacher attendance in courses and workshop; regular academic planning</li> </ul>   | <p>Score: 0 1 2 3<br/>4</p> |

|  |   |                             |
|--|---|-----------------------------|
| <ul style="list-style-type: none"> <li>pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to profession</li> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• Participation in learning networks with colleagues; feedback freely shared</li> <li>• Participation in professional organizations supporting academic inquiry</li> </ul>   |                             |
| <p>4f: Showing Professionalism</p> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision-making</li> <li>• Compliance with school and district regulation</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher has reputation as trusted and sought out as sounding board</li> <li>• During committee or planning work, reminds others students are priority</li> <li>• Supports students even in the face of difficult situations or conflicting policies</li> <li>• Teacher challenge existing practice in order to put students first</li> <li>• Fulfills district mandates regarding policies and procedures</li> </ul> | <p>Score: 0 1 2 3<br/>4</p> |

**Total Score: 124**

## Probationary Teacher Domain 1: Planning and Preparation (Announced Observation)

| Elements   | Performance Indicators  | Evidence/Notes      |
|--|---|---------------------|
| <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content-related pedagogy</li> </ul>  | <ul style="list-style-type: none"> <li>• Lesson and unit plans that reflect important concepts in the discipline</li> <li>• Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</li> <li>• Clear and accurate classroom explanations</li> <li>• Accurate answers to student questions</li> <li>• Feedback to students that furthers learning</li> <li>• Inter-disciplinary connections in plans and practice</li> </ul> | <p>Score: 0 1</p>   |
| <p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills, knowledge, and language proficiency</li> <li>• Knowledge of students' interest and cultural heritage</li> <li>• Knowledge of students' special needs</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher gathers formal and informal information about students for use in planning instruction</li> <li>• Teacher learns student interests and needs for use in planning</li> <li>• Teacher participation in community cultural events</li> <li>• Teacher-designed opportunities for families to share heritage</li> <li>• Database of students with special needs</li> </ul>  | <p>Score: 0 1 2</p> |
| <p>1c: Setting instructional Goals</p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse students</li> </ul>  | <ul style="list-style-type: none"> <li>• Outcomes of a challenging cognitive level</li> <li>• Statements of student learning, not student activity</li> <li>• Outcomes central to the discipline and related to those in other disciplines</li> <li>• Permit assessment of student attainment</li> <li>• Differentiated for students of varied ability</li> </ul>   | <p>Score: 0 1</p>   |
| <p>1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>• Resources for classroom use</li> <li>• Resources to extend content knowledge and pedagogy</li> <li>• Resources for students:</li> </ul>   | <ul style="list-style-type: none"> <li>• District provided materials</li> <li>• Range of texts</li> <li>• Guest speakers</li> <li>• Internet resources</li> <li>• Materials provided by professional organizations</li> <li>• Teacher continuing professional education courses or professional</li> </ul>  | <p>Score: 0 1</p>   |

|   |   |                     |
|---|---|---------------------|
|   | <ul style="list-style-type: none"> <li>groups</li> <li>• Community resources</li> </ul>   |                     |
| <b>1e: Designing Coherent Instruction</b> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul>     | <ul style="list-style-type: none"> <li>• Lessons that support instructional outcomes and reflect important concepts</li> <li>• Instructional maps that indicate relationships to prior learning</li> <li>• Activities that represent high-level thinking</li> <li>• Opportunities for student choice</li> <li>• The use of varied resources</li> <li>• Thoughtfully planned learning groups</li> <li>• Structured lesson plan</li> </ul>  | <b>Score: 0 1 2</b> |
| <b>1f: Designing Student Assessment</b> <ul style="list-style-type: none"> <li>• Congruence with instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> <li>• Use for planning</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson plans indicate correspondence between assessments and instructional outcomes</li> <li>• Assessment types are suitable to the style of outcome</li> <li>• Variety of performance opportunities for students</li> <li>• Modified assessments are available for individual students as needed</li> <li>• Expectations clearly written with descriptors for each level of performance</li> <li>• Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction</li> </ul> | <b>Score: 0 1</b>   |

**Total Score:     /8**

**Probationary Teacher Domain 2: The Classroom Environment  
(Announced Observation)**

| Elements  | Performance Indicators   | Evidence/Notes             |
|---|--|----------------------------|
| <p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>• Interactions with students</li> <li>• Interactions between students</li> </ul>   | <ul style="list-style-type: none"> <li>• Respectful talk and taking turns</li> <li>• Respect for students' background and lives outside of school</li> <li>• Teacher and students body language</li> <li>• Politeness, warmth, and caring</li> <li>• Physical proximity</li> <li>• Fairness</li> <li>• Active listening</li> </ul>   | <p><b>Score: 0 1</b></p>   |
| <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>• Importance of the content and of learning</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Belief in the value of the work</li> <li>• Expectations are high and supported through both verbal and nonverbal behaviors</li> <li>• Quality is expected and recognized</li> <li>• Effort and persistence are expected and recognized</li> <li>• Confidence in ability is evidenced by teacher and students language and behaviors</li> <li>• Expectation for all students to participate</li> </ul> | <p><b>Score: 0 1 2</b></p> |
| <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> </ul> | <ul style="list-style-type: none"> <li>• Smooth functioning of all routines</li> <li>• Little or no loss of instructional time</li> <li>• Students playing an important role in carrying out the routines</li> <li>• Students know what to do, where to move</li> </ul>  | <p><b>Score: 0 1 2</b></p> |
| <p>2d: Managing Students Behavior</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to student misbehavior</li> </ul>   | <ul style="list-style-type: none"> <li>• Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>• Absence of acrimony between teacher and students concerning behavior</li> <li>• Teacher awareness of student conduct</li> <li>• Preventive action when needed by the teacher</li> </ul>  | <p><b>Score: 0 1 2</b></p> |

|   |   |                   |
|---|---|-------------------|
|   | <ul style="list-style-type: none"> <li>• Fairness ·</li> <li>• Absence of misbehavior ·</li> <li>• Reinforcement of positive behavior</li> </ul>  |                   |
| <p>2e: Organizing Physical Space</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul> | <ul style="list-style-type: none"> <li>• Pleasant, inviting atmosphere ·</li> <li>• Safe environment ·</li> <li>• Accessibility for all students</li> <li>• Furniture arrangement suitable for the learning activities ·</li> <li>• Effective use of physical resources, including computer technology, by both teacher and students</li> </ul> | <b>Score: 0 1</b> |

**Total Score:     /8**

## Probationary Teacher Domain 3: Instruction (Formal Announced Observation)

| Elements   | Performance Indicators   | Evidence/Notes      |
|--|--|---------------------|
| <b>3a: Communicating with Students</b> <ul style="list-style-type: none"> <li>• Expectations for Learning</li> <li>• Directions for Activities</li> <li>• Explanations of Content</li> <li>• Use of Oral/Written Language</li> </ul>     | <ul style="list-style-type: none"> <li>• Clarity of Lesson Purpose/Objective</li> <li>• Clear directions and procedures</li> <li>• Absence of content errors, clear explanations of content</li> <li>• Student understanding</li> <li>• Correct and imaginative use of language</li> </ul>   | <b>Score: 0 1</b>   |
| <b>3b: Using Questioning and Discussion Technique</b> <ul style="list-style-type: none"> <li>• Quality of questions/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Questions are of high cognitive challenge, formulated by both teacher and students</li> <li>• Questions have multiple answers/multiple approaches</li> <li>• Effective use of student responses and ideas</li> <li>• Discussion with teacher as facilitator</li> <li>• High levels of student participation in discussions</li> </ul>   | <b>Score: 0 1 2</b> |
| <b>3c: Engaging Students in Learning</b> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> | <ul style="list-style-type: none"> <li>• Activities are aligned with the objectives/goals of the lesson</li> <li>• Student enthusiasm, interest, thinking, problem solving, etc. is evident</li> <li>• Learning tasks require high-level student thinking and are aligned with lesson objectives</li> <li>• Students are highly motivated to work on tasks are persistent even when the tasks are challenging</li> <li>• Students are actively working rather than watching the teacher work</li> <li>• Pacing is neither dragging or rushed with time for closure and student reflection</li> </ul> | <b>Score: 0 1 2</b> |
| <b>3d: Using Assessment in Instruction</b> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> </ul>   | <ul style="list-style-type: none"> <li>• Teacher pays close attention to evidence of student understanding</li> <li>• Teacher poses specifically created questions to elicit evidence of student</li> </ul>  | <b>Score: 0 1 2</b> |

|  |   |                          |
|--|---|--------------------------|
| <ul style="list-style-type: none"> <li>• Student self-assessment and monitoring of progress</li> </ul>   | <p>understanding</p> <ul style="list-style-type: none"> <li>• Teacher circulates to monitor student learning and to offer feedback</li> <li>• Students assess own work against established criteria</li> <li>• Teacher adjusts instruction in response to evidence/lack of student understanding</li> </ul> |                          |
| <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul> | <ul style="list-style-type: none"> <li>• Incorporates student interests and events of the day into a lesson</li> <li>• Visible adjustment in face of student lack of understanding</li> <li>• Teacher takes advantage of teachable moments</li> </ul>   | <p><b>Score: 0 1</b></p> |

**Total Score:     /8**

## Probationary Teacher Domain 1: Planning and Preparation (Unannounced Observation)

| Elements   | Performance Indicators  | Evidence/Notes      |
|--|---|---------------------|
| <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content-related pedagogy</li> </ul>  | <ul style="list-style-type: none"> <li>• Lesson and unit plans that reflect important concepts in the discipline</li> <li>• Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</li> <li>• Clear and accurate classroom explanations</li> <li>• Accurate answers to student questions</li> <li>• Feedback to students that furthers learning</li> <li>• Inter-disciplinary connections in plans and practice</li> </ul> | <p>Score: 0 1</p>   |
| <p>1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills, knowledge, and language proficiency</li> <li>• Knowledge of students' interest and cultural heritage</li> <li>• Knowledge of students' special needs</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher gathers formal and informal information about students for use in planning instruction</li> <li>• Teacher learns student interests and needs for use in planning</li> <li>• Teacher participation in community cultural events</li> <li>• Teacher-designed opportunities for families to share heritage</li> <li>• Database of students with special needs</li> </ul>  | <p>Score: 0 0.5</p> |
| <p>1c: Setting instructional Goals</p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse students</li> </ul>  | <ul style="list-style-type: none"> <li>• Outcomes of a challenging cognitive level</li> <li>• Statements of student learning, not student activity</li> <li>• Outcomes central to the discipline and related to those in other disciplines</li> <li>• Permit assessment of student attainment</li> <li>• Differentiated for students of varied ability</li> </ul>   | <p>Score: 0 1</p>   |
| <p>1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>• Resources for classroom use</li> <li>• Resources to extend content knowledge and pedagogy</li> <li>• Resources for students:</li> </ul>   | <ul style="list-style-type: none"> <li>• District provided materials</li> <li>• Range of texts</li> <li>• Guest speakers</li> <li>• Internet resources</li> <li>• Materials provided by professional organizations</li> <li>• Teacher continuing professional education courses or professional</li> </ul>  | <p>Score: 0 0.5</p> |

|   |   |                     |
|---|---|---------------------|
|   | <ul style="list-style-type: none"> <li>groups</li> <li>• Community resources</li> </ul>   |                     |
| <b>1e: Designing Coherent Instruction</b> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul>     | <ul style="list-style-type: none"> <li>• Lessons that support instructional outcomes and reflect important concepts</li> <li>• Instructional maps that indicate relationships to prior learning</li> <li>• Activities that represent high-level thinking</li> <li>• Opportunities for student choice</li> <li>• The use of varied resources</li> <li>• Thoughtfully planned learning groups</li> <li>• Structured lesson plan</li> </ul>  | <b>Score: 0 0.5</b> |
| <b>1f: Designing Student Assessment</b> <ul style="list-style-type: none"> <li>• Congruence with instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> <li>• Use for planning</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson plans indicate correspondence between assessments and instructional outcomes</li> <li>• Assessment types are suitable to the style of outcome</li> <li>• Variety of performance opportunities for students</li> <li>• Modified assessments are available for individual students as needed</li> <li>• Expectations clearly written with descriptors for each level of performance</li> <li>• Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction</li> </ul> | <b>Score: 0 0.5</b> |

**Total Score:     /4**

**Probationary Teacher Domain 2: The Classroom Environment  
(Unannounced Observation)**

| Elements  | Performance Indicators   | Evidence/Notes      |
|---|--|---------------------|
| <p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>• Interactions with students</li> <li>• Interactions between students</li> </ul>   | <ul style="list-style-type: none"> <li>• Respectful talk and taking turns</li> <li>• Respect for students' background and lives outside of school</li> <li>• Teacher and students body language</li> <li>• Politeness, warmth, and caring</li> <li>• Physical proximity</li> <li>• Fairness</li> <li>• Active listening</li> </ul>   | <p>Score: 0 0.5</p> |
| <p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>• Importance of the content and of learning</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Belief in the value of the work</li> <li>• Expectations are high and supported through both verbal and nonverbal behaviors</li> <li>• Quality is expected and recognized</li> <li>• Effort and persistence are expected and recognized</li> <li>• Confidence in ability is evidenced by teacher and students language and behaviors</li> <li>• Expectation for all students to participate</li> </ul> | <p>Score: 0 1</p>   |
| <p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> </ul> | <ul style="list-style-type: none"> <li>• Smooth functioning of all routines</li> <li>• Little or no loss of instructional time</li> <li>• Students playing an important role in carrying out the routines</li> <li>• Students know what to do, where to move</li> </ul>  | <p>Score: 0 1</p>   |
| <p>2d: Managing Students Behavior</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to student misbehavior</li> </ul>   | <ul style="list-style-type: none"> <li>• Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>• Absence of acrimony between teacher and students concerning behavior</li> <li>• Teacher awareness of student conduct</li> <li>• Preventive action when needed by the teacher</li> </ul>  | <p>Score: 0 1</p>   |

|   |   |                     |
|---|---|---------------------|
|   | <ul style="list-style-type: none"> <li>• Fairness •</li> <li>• Absence of misbehavior •</li> <li>• Reinforcement of positive behavior</li> </ul>  |                     |
| <p>2e: Organizing Physical Space</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul> | <ul style="list-style-type: none"> <li>• Pleasant, inviting atmosphere •</li> <li>• Safe environment •</li> <li>• Accessibility for all students</li> <li>• Furniture arrangement suitable for the learning activities •</li> <li>• Effective use of physical resources, including computer technology, by both teacher and students</li> </ul> | <b>Score: 0 0.5</b> |

**Total Score:     /4**

**Probationary Teacher Domain 3: Instruction (Formal Unannounced Observation)**

| Elements   | Performance Indicators   | Evidence/Notes             |
|--|--|----------------------------|
| <p>3a: Communicating with Students</p> <ul style="list-style-type: none"> <li>• Expectations for Learning</li> <li>• Directions for Activities</li> <li>• Explanations of Content</li> <li>• Use of Oral/Written Language</li> </ul>     | <ul style="list-style-type: none"> <li>• Clarity of Lesson Purpose/Objective</li> <li>• Clear directions and procedures</li> <li>• Absence of content errors, clear explanations of content</li> <li>• Student understanding</li> <li>• Correct and imaginative use of language</li> </ul>   | <p><b>Score: 0 0.5</b></p> |
| <p>3b: Using Questioning and Discussion Technique</p> <ul style="list-style-type: none"> <li>• Quality of questions/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Questions are of high cognitive challenge, formulated by both teacher and students</li> <li>• Questions have multiple answers/multiple approaches</li> <li>• Effective use of student responses and ideas</li> <li>• Discussion with teacher as facilitator</li> <li>• High levels of student participation in discussions</li> </ul>   | <p><b>Score: 0 1</b></p>   |
| <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> | <ul style="list-style-type: none"> <li>• Activities are aligned with the objectives/goals of the lesson</li> <li>• Student enthusiasm, interest, thinking, problem solving, etc. is evident</li> <li>• Learning tasks require high-level student thinking and are aligned with lesson objectives</li> <li>• Students are highly motivated to work on tasks are persistent even when the tasks are challenging</li> <li>• Students are actively working rather than watching the teacher work</li> <li>• Pacing is neither dragging or rushed with time for closure and student reflection</li> </ul> | <p><b>Score: 0 1</b></p>   |
| <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> </ul>   | <ul style="list-style-type: none"> <li>• Teacher pays close attention to evidence of student understanding</li> <li>• Teacher poses specifically created questions to elicit evidence of student</li> </ul>  | <p><b>Score: 0 1</b></p>   |

|  |   |                            |
|--|---|----------------------------|
| <ul style="list-style-type: none"> <li>• Student self-assessment and monitoring of progress</li> </ul>   | <p>understanding</p> <ul style="list-style-type: none"> <li>• Teacher circulates to monitor student learning and to offer feedback</li> <li>• Students assess own work against established criteria</li> <li>• Teacher adjusts instruction in response to evidence/lack of student understanding</li> </ul> |                            |
| <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul> | <ul style="list-style-type: none"> <li>• Incorporates student interests and events of the day into a lesson</li> <li>• Visible adjustment in face of student lack of understanding</li> <li>• Teacher takes advantage of teachable moments</li> </ul>   | <p><b>Score: 0 0.5</b></p> |

**Total Score: /4**

**Probationary Teacher Domain 4: Professional Responsibilities  
(Summative Conference)**

| Elements  | Performance Indicators   | Evidence/Notes              |
|---|--|-----------------------------|
| <p>4a: Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul>  | <ul style="list-style-type: none"> <li>• Accurate reflections on a lesson</li> <li>• Citations of adjustments to practice, drawing on a repertoire of strategies.</li> </ul>   | <p>Score: 0 1 2 3<br/>4</p> |
| <p>4b: Maintaining accurate records</p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul>  | <ul style="list-style-type: none"> <li>• Routines and systems that track student completion of assignments</li> <li>• Systems of information regarding student progress against instructional outcomes</li> <li>• Process of maintaining accurate non-instructional records</li> <li>•</li> </ul>  | <p>Score: 0 1 2 3<br/>4</p> |
| <p>4c: Communicating with families</p> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul>  | <ul style="list-style-type: none"> <li>• Frequent and culturally appropriate information sent home regarding the instructional program, and student progress</li> <li>• Two-way communication between the teacher and families</li> <li>• Frequent opportunities for families to engage in the learning process</li> </ul>   | <p>Score: 0 1 2 3<br/>4</p> |
| <p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Involvement in a culture of professional inquiry</li> <li>• Service to the school</li> <li>• Participation in school and district projects</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Regular Teacher participation with colleagues to share and plan for student success</li> <li>• Regular teacher participation in professional courses or communities that emphasize improving practice</li> <li>• Regular teacher participation in school initiatives</li> <li>• Regular teacher participation and support of community initiatives</li> </ul> | <p>Score: 0 1 2 3<br/>4</p> |
| <p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and</li> </ul>   | <ul style="list-style-type: none"> <li>• Frequent teacher attendance in courses and workshop; regular academic planning</li> </ul>   | <p>Score: 0 1 2 3<br/>4</p> |

|  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to profession</li> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• Participation in learning networks with colleagues; feedback freely shared</li> <li>• Participation in professional organizations supporting academic inquiry</li> </ul>   |   |
| <p>4f: Showing Professionalism</p> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision-making</li> <li>• Compliance with school and district regulation</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher has reputation as trusted and sought out as sounding board</li> <li>• During committee or planning work, reminds others students are priority</li> <li>• Supports students even in the face of difficult situations or conflicting policies</li> <li>• Teacher challenge existing practice in order to put students first</li> <li>• Fulfills district mandates regarding policies and procedures</li> </ul> | <p><b>Score: 0 1 2 3</b><br/><b>4</b></p> |

**Total Score: /24**

## Pavilion Central School District Teacher Improvement Plan

Teacher: \_\_\_\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_ School Year \_\_\_\_\_

| <u>Areas In Need Of Improvement</u> | <u>Activities and Resources</u> | <u>Evidence and Documentation of Improvement</u> | <u>Timeline</u><br>For Completion of Recommended Strategies, Meetings and TIP Review | <u>Status</u><br>(Successfully Completed, Date, Continued, Date or Unsuccessfully Completed, Date) |
|-------------------------------------|---------------------------------|--|--|--|
|                                     |                                 |  |  |  |
|                                     |                                 |  |  |  |
|                                     |                                 |  |  |  |

Teacher Signature and Date: \_\_\_\_\_

Association Rep. Signature and Date: \_\_\_\_\_

Administrator Signature and Date: \_\_\_\_\_

Additional Signature and Date: \_\_\_\_\_

Other Comments:

## Value Added HEDI (Local Learning Target) Scale for Grades 6-12

| Highly Effective |        | Effective |        |     |     |        |        | Developing |        |        |        |        | Ineffective |        |       |
|------------------|--------|-----------|--------|-----|-----|--------|--------|------------|--------|--------|--------|--------|-------------|--------|-------|
| 15               | 14     | 13        | 12     | 11  | 10  | 9      | 8      | 7          | 6      | 5      | 4      | 3      | 2           | 1      | 0     |
| 96-100%          | 90-95% | 88-89%    | 86-87% | 85% | 84% | 82-83% | 80-81% | 78-79%     | 76-77% | 74-75% | 72-73% | 70-71% | 60-69%      | 50-59% | 0-49% |

## Value Added HEDI (Local Learning Target) Scale for Grades K-5

| Highly Effective |        | Effective |        |        |        |        |        | Developing |        |        |        |        | Ineffective |        |       |
|------------------|--------|-----------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|-------------|--------|-------|
| 15               | 14     | 13        | 12     | 11     | 10     | 9      | 8      | 7          | 6      | 5      | 4      | 3      | 2           | 1      | 0     |
| 93-100%          | 86-92% | 84-85%    | 81-83% | 78-80% | 75-77% | 72-74% | 70-71% | 66-69%     | 62-65% | 58-61% | 54-57% | 50-53% | 33-49%      | 16-32% | 0-15% |

# PAVILION CENTRAL SCHOOLS

## ANNUAL ADMINISTRATIVE PROFESSIONAL PERFORMANCE REVIEW

This portion of the annual MPPR meets the requirements for the 60% of principal observation as completed by the superintendent. 20% will be measured through state testing and the remaining 20% by local assessments.

Name: \_\_\_\_\_

(Circle) Probationary / Tenured

Year Completed: \_\_\_\_\_

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

Tenure \_\_\_\_\_

Grade levels (circle): Elementary / Middle School / High School

Definition of terms used in rating scale will be found in the scoring rubric. All items checked Ineffective must be explained in the comment section.

| COMPONENTS OF PROFESSIONAL PRACTICE Based in ISLLC Standards POINTS  | HIGHLY EFFECTIVE<br>(4) | EFFECTIVE<br>(3.5) | DEVELOPING<br>(2.5) | INEFFECTIVE (0-1) |
|--|-------------------------|--------------------|---------------------|-------------------|
| <b>Standard 1: Setting a widely shared vision for learning</b>   |                         |                    |                     |                   |
| Culture  |                         |                    |                     |                   |
| Sustainability   |                         |                    |                     |                   |
| <b>Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth</b>                         |                         |                    |                     |                   |
| Culture  |                         |                    |                     |                   |
| Instructional Program  |                         |                    |                     |                   |
| Capacity Building  |                         |                    |                     |                   |
| Sustainability and Strategic Planning Process  |                         |                    |                     |                   |
| <b>Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment</b>     |                         |                    |                     |                   |
| Capacity Building and Culture  |                         |                    |                     |                   |
| Sustainability   |                         |                    |                     |                   |
| Instructional Program  |                         |                    |                     |                   |
| <b>Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources</b> |                         |                    |                     |                   |
| Strategic Planning Process: Inquiry  |                         |                    |                     |                   |
| Culture and Sustainability   |                         |                    |                     |                   |
| <b>Standard 5: Acting with integrity, fairness, and in an ethical manner</b>   |                         |                    |                     |                   |
| Sustainability   |                         |                    |                     |                   |
| Culture  |                         |                    |                     |                   |
| <b>Standard 6: Understanding, responding to, and influencing the political, social, legal, and cultural contexts</b>   |                         |                    |                     |                   |
| Sustainability   |                         |                    |                     |                   |
| Culture  |                         |                    |                     |                   |
| COMMENTS:  |                         |                    |                     |                   |
| ADDITIONAL COMMENTS:   |                         |                    |                     |                   |
| Evaluator:   |                         |                    |                     |                   |
| Teacher:   |                         |                    |                     |                   |

This evaluation is based on:

- Daily routine contacts with principal
- Conferences with principal
- Building observation
- Other (specify): \_\_\_\_\_

- I recommend that this principal:
- Be continued in employment
  - Be terminated

**Scoring Ranges (based on total points)**  
**Highly Effective: 56-60    Developing: 36-45**  
**Effective: 46-55         Ineffective: 0-35**

\_\_\_\_\_  
 \*Principal's signature

Date of Evaluation: \_\_\_\_\_

\_\_\_\_\_  
 Evaluator's signature Title: Superintendent

Date of Conference: \_\_\_\_\_

\*This signature indicates that the principal and evaluator together discussed this report. It does not necessarily denote agreement with all factors of the evaluation. The principal will have the right to submit a written answer to such material and it shall be attached to the file copies.

Distribution of copies: 1. Principal / Superintendent / District Personnel File

## Pavilion Central School District Principal Improvement Plan

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

Building \_\_\_\_\_ Grade Levels \_\_\_\_\_ School Year \_\_\_\_\_

| <b><u>Areas In Need Of Improvement</u></b> | <b><u>Activities and Resources</u></b> | <b><u>Evidence and Documentation of Improvement</u></b> | <b><u>Timeline</u></b><br>For Completion of Recommended Strategies, Meetings and PIP Review | <b><u>Status</u></b><br>(Successfully Completed, Date, Continued, Date or Unsuccessfully Completed, Date) |
|--|--|---|---|---|
|  |  |   |   |   |
|  |  |   |   |   |
|  |  |   |   |   |

Principal Signature and Date: \_\_\_\_\_

PAA Rep. Signature and Date: \_\_\_\_\_

Superintendent Signature and Date: \_\_\_\_\_

Other Comments:

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

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

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

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

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

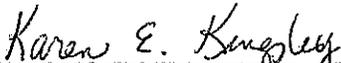
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

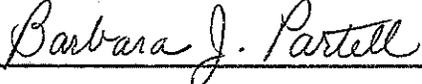
Superintendent Signature: Date: 11-9-12



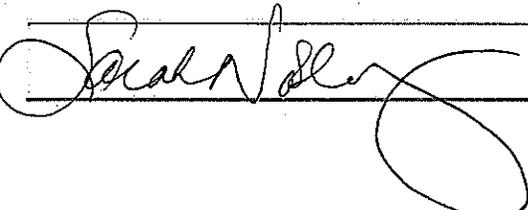
Teachers Union President Signature: Date: 11-9-12



Administrative Union President Signature: Date:

 11-9-12

Board of Education President Signature: Date:

 11-9-12