



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

Commissioner of Education
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January 14, 2013

Michael Mahoney, Interim Superintendent
Pawling Central School District
515 Route 22
Pawling, NY 12564

Dear Superintendent Mahoney:

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: John C. Pennoyer

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, November 21, 2012

Updated Thursday, December 27, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 131201040000

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

131201040000

1.2) School District Name: PAWLING CSD

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

PAWLING CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, November 21, 2012

Updated Monday, January 14, 2013

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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	School-or BOCES-wide, group or team results based on State assessments	NYS ELA 4
1	School-or BOCES-wide, group or team results based on State assessments	NYS ELA 4
2	School-or BOCES-wide, group or team results based on State assessments	NYS ELA 4

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A District goal has been to focus on improvement in the area of literacy for all students including the following sub-groups of students: individuals performing below the level of the standards; students with disabilities; and Limited English Proficient/English Language Learners. Teachers and Principals used Local trend data to establish the HEDI categories listed below. Using historical data the district has set minimum growth expectations that 62% of students will reach proficiency with a score of 3 or 4 on the NYS Grade 3 ELA Assessment and 67% of students will reach proficiency with a score of 3 or 4 on the NYS Grade 4 ELA Assessment. All teachers in K-2 will be assigned a school-wide score based on the percentage of Grade 4 students reaching proficiency on the grade 4 NYS ELA Assessment. Teachers in Grade 3 will be assigned points based on the percentage of Grade 3 students reaching proficiency on the Grade 3 NYS ELA Assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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	School-or BOCES-wide, group or team results based on State assessments	NYS Math 4
1	School-or BOCES-wide, group or team results based on State assessments	NYS Math 4
2	School-or BOCES-wide, group or team results based on State assessments	NYS Math 4
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	A District goal has been to focus on improvement in the area of numeracy for all students including the following
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

sub-groups of students: individuals performing below the level of the standards; students with disabilities; and Limited English Proficient/English Language Learners. Teachers and Principals used Local trend data to establish the HEDI categories listed below. Using Historical data the district has set minimum growth expectations that 68% of students will reach proficiency with a score of 3 or 4 on the NYS Grade 3 Math Assessment and 68% of students will reach proficiency with a score of 3 or 4 on the NYS Grade 4 Math Assessment. All teachers in K-2 will be assigned a school-wide score based on the percentage of Grade 4 students reaching proficiency on the grade 4 NYS Math Assessment. Teachers in Grade 3 will be assigned points based on the percentage of Grade 3 students reaching proficiency on the Grade 3 NYS Math Assessment.

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

See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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

See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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

See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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

See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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	Pawling CSD developed 6th Grade Science Assessment.
7	District, regional or BOCES-developed assessment	Pawling CSD developed 7th Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Teachers and their building principal will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After administering and scoring a pre-assessment and an end of year post-assessment, the building principal will

determine the percentage of students who met the targets based on the SLO. After the percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher. Using historical data the district has set a minimum growth expectation for Grades 6-7 Sciences Courses that 66% of students will score $\geq 85\%$ on the district developed science assessment. Using historical data the district has set a minimum growth expectation for Grade 8 Science Courses that 70% of students will reach proficiency with a score of 3 or 4 on the Grade 8 Science assessment.

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

See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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

See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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

See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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

See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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	Pawling CSD 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Pawling CSD 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Pawling CSD 8th Grade Social Studies Assessment

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

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

Teachers and their building principal will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After administering and scoring a pre-assessment and an end of year post-assessment, the building principal will determine the percentage of students who met the targets based on the SLO. After the percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher. Using historical data the district has set a minimum growth expectation for Grades 6-8 Social Studies Courses that 66% of students will score $\geq 85\%$ on the district developed social studies assessment

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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	School-/BOCES-wide group/team results based on State assessments	Global History Geography Regents 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.	An SLO will be developed using prior performance and demographics related to students who have previously taken the Regents exam. This data will be compared to data for the current year cohort to determine an appropriate SLO target for the upcoming exam. Student performance on the Regents exam related to the target will be the basis for establishing the teacher score in a HEDI rating category. Using historical data, the district has set a minimum growth expectation for the Global History and Geopgraphy Regents that 40 % of students will score ≥ 85 and for the US History and Government Regents that 42% of students will score ≥ 85 . All teachers of Global 1 will be assigned a school-wide score based on the percentage taking the Global History and regents who score ≥ 85 . All teachers of Global 2 will be assigned points based on the percentage taking the Global History and Geography regents who score ≥ 85 . All teachers of American History will be assigned points based on the percentage taking the US History and Government regents who score ≥ 85 .
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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.	An SLO will be developed using prior performance and demographics related to students who have previously taken the Regents examination. This data will be compared to data for the current year cohort to determine an appropriate SLO target for the upcoming exam. Student performance on the Regents exam related to the target will be the basis for establishing the teacher score in a HEDI rating category. Using historical data the district has set a minimum growth expectation for the Physical Setting/Earth Science Regents that 40% of students will score ≥ 85 , for the Living Environment regents that 40% of students will score ≥ 85 , for Chemistry regents that 40% of students will score ≥ 85 , and for Physics regents that 40% of students will score ≥ 85 .
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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.	An SLO will be developed using prior performance and demographics related to students who have previously taken the Regents examination. This data will be compared to data for the current year cohort to determine an appropriate SLO target for the upcoming exam. Student performance on the Regents exam related to the target will be the basis for establishing the teacher score in a HEDI rating category. Using historical data the district has set a minimum growth expectation for the Algebra 1 Regents that 40% of students will score ≥ 85 , for the Geometry Regents that 40% of students will score ≥ 85 , and for the Algebra 2/Trigonometry Regents that 39% of students will score ≥ 85 .
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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	School-/BOCES-wide group/team results based on State assessments	School Wide SLO based on English 11 NYS Regents

Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	School Wide SLO based on English 11 NYS Regents
Grade 11 ELA	Regents assessment	English 11 NYS Regents

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

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.	An SLO will be developed using prior performance and demographics related to students who have previously taken the Regents exam. This data will be compared to data for the current year cohort to determine an appropriate SLO target for the upcoming exam. Student performance on the Regents exam related to the target will be the basis for establishing the teacher score in a HEDI rating category. Using historical data the district has set a minimum growth expectation for the Comprehensive English Regents that 40% of students will score ≥ 85 . All teachers of English 9 and 10 will be assigned a school-wide score based on the percentage taking the Comprehensive English Regents who score ≥ 85 . All teachers of English 11 will be assigned points based on the percentage taking the Comprehensive English Regents who score ≥ 85 .
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.

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
K-12 Physical Education, including High School Other Courses	School/BOCES-wide/group/team results based on State	School-wide SLO based on 4th Grade 8th Grade or 11th Grade NYS ELA Assessment
Grades K-12 Art	School/BOCES-wide/group/team results based on State	School -wide SLO based on 4th Grade, 8th Grade or 11th Grade NYS ELA Assessment
Grades K-12 Music	School/BOCES-wide/group/team results based on State	School-wide SLO based on 4th Grade, 8th Grade or 11th Grade NYS ELA Assessment
Grades K-12 ESL	State Assessment	SLO based on the NYSESLAT
Grades K-4 Title I Reading	School/BOCES-wide/group/team results based on	School-wide SLO based on 4th Grade NYS ELA Assessment

	State	
Special Education K-2	School/BOCES-wide/group/team results based on State	School-wide SLO based on 4th Grade ELA Assessment
Fine Arts K-12	School/BOCES-wide/group/team results based on State	School-wide SLO based on 4th Grade, 8th Grade or 11th Grade NYS ELA Assessment
Middle School High School Health	School/BOCES-wide/group/team results based on State	School-wide SLO based on 8th Grade or 11th Grade NYS ELA Assessment
Business/Computer Courses MS/HS	School/BOCES-wide/group/team results based on State	School-wide SLO based on 8th Grade or 11th Grade NYS ELA Assessment
AIS/Rtl support K-2	School/BOCES-wide/group/team results based on State	School-wide SLO based on 4th Grade ELA Assessment
World Language 7-12	School/BOCES-wide/group/team results based on State	School-wide SLO based on 8th Grade or 11th Grade NYS ELA Assessment
Home Career Skills 7-12	School/BOCES-wide/group/team results based on State	School-wide SLO based on 8th Grade or 11th grade NYS ELA Assessment
Social Studies Electives including Psychology, WW2, Issues in Government and Economics	School/BOCES-wide/group/team results based on State	School-wide SLO based on 11th Grade NYS ELA Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For each of these courses, we will use a School-Wide SLO based on either the 4th Grade, 8th Grade or 11th Grade NYS ELA Assessment. All Teachers in K-4, 5-8, and 9-12 will be assigned a Building-Wide score based on the assessment appropriate to the grade configuration of the building. The growth targets are based on scores of the class on the previous year's final assessments. Using historical data the district has set minimum growth expectations that 67% of students will reach proficiency with a score of 3 or 4 on the NYS Grade 4 ELA Assessment, 67% of students will reach proficiency with a score of 3 or 4 on the NYS Grade 8 ELA Assessment and 40% will score ≥85% on the Comprehensive English Regents. For ESL, the district has set a minimum growth expectation that 35% of students will score in the Proficient performance level on the NYSESLAT.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
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Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded HEDI charts to describe how teachers will earn each of the four rating categories

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/5364/244038-TXEttx9bQW/APPR HEDI BANDS_3.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.

none

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

3. Local Measures (Teachers)

Created Friday, November 30, 2012

Updated Monday, January 14, 2013

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	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.	PCSD will be using value-added measures based on Measures of Academic progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA Grades 4-8. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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.	PCSD will be using value-added measures based on Measures of Academic progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in Grades 4-8. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.	PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in Grades K-3. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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.

PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in Grades K-3. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band.

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

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
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Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
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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	Measures of Academic Progress (Math)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in Grades 4-8. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
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Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
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Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
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Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.

PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in Grades 4-8. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band.

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

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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	Measures of Academic Progress (ELA)
Global 2	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
American History	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.

PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in Grades 9-12. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band.

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

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of

the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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	Measures of Academic Progress (Math)
Earth Science	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Chemistry	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Physics	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)

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.

PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in Grades 9-12. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Geometry	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Algebra 2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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.	PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in Grades 9-12. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be
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assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band.

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

Teachers receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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

Teachers receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.

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	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 10 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 11 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

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

PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected

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

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

<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>PCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in Grades K-12. PCSD's Analyses will be conducted by the Value Added Research Center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band.</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 receiving this designation will have growth scores greater than 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.</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 receiving this designation will have growth scores less than or equal to -2.1. See uploaded NWEA MAP assessment average growth scores HEDI bands to describe how teachers will earn each of the four rating categories.</p>

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/5139/258461-y92vNseFa4/5236670-NWEA MAP Assessment VARC Conversion Chart Revised_2.docx

3.14) Locally Developed Controls

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

none

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.

Where teachers have multiple selected measures for courses using the NWEA Value-Added Model, we will use a population-weighted average of the measures. We will average these measures employing statistical correction for regression to the mean when a teacher teaches multiple subjects or sections. We will assign teachers to a HEDI category and points based on the distribution of the scores.

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 Saturday, December 01, 2012

Updated Tuesday, January 08, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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.

The following mathematical model will be employed to assign points using the Frameworks for Teaching:

Highly Effective = 4

Effective = 3

Developing = 2

Ineffective = 0- 1

Thirty-two (32) points are assigned to classroom observations and are determined in the following manner:

Domain 1 (includes 6 sub-domains) therefore worth 24 possible points

Domain 2 (includes 5 sub-domains) therefore worth 20 possible points

Domain 3 (includes 5 sub-domains) therefore worth 20 possible points
 Domain 4 (includes 6 sub-domains) therefore worth 24 possible points

After tabulation for each sub-domain, since each domain is weighted equally, the total points for each of the four domains will be added together and multiplied by a weighting factor of 0.3636 and rounded to the nearest whole number for a score out of 32 for observations.

See example below:

Domain 1 20 total points/ 24 possible points

Domain 2 16 total points/20 possible points

Domain 3 18 total points/20 possible points

Domain 4 18 total points/20 possible points

Thus:

Total points in example =72 x weighting factor of 0.3636 = 26 points for observations

28 points are assigned to structured reviews of lesson plans, student portfolios and other teacher artifacts and are determined in the following holistic manner based on the evidence observed in each domain:

The goal proposal and attainment is scored through Domain One (1) and is worth a total of 4 points (H=4, E=3, D=2, I =0-1).

Completing a structured review of student work is scored through Domain three(3) and is worth a total of 24 points (H=19-24, E=13-18, D=7-12, I=0-6)

After tabulation for each of these domains, the total points for each of the two domains will be added together for a score out of 28 for other evidence.

Thus, a teacher earning 3 points on goal proposal and attainment and 18 points on a structured review of student work would earn a total of 21 points out of a possible 24 points.

The total score for observations will be added to the total score for goal proposal and attainment and structured review for a final rubric score out of 60, which will be a teacher's score for Other Measures of Effectiveness.

For the example provided, the compilation of points from the Observations and Other Evidence would yield a total of 47 points (26 21) out of a possible total of 60 points on the local evaluation.

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

(No response)

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 in this category consistently exceed the district's expectations
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category consistently meet the district's expectations
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category are approaching the district's expectations
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category are well below the district's expectations

Provide the ranges for the 60-point scoring bands.

Highly Effective	54 -60
Effective	46 -53
Developing	27 -45

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	1
4.6) Observations of Probationary Teachers Informal/Short	1
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?

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Saturday, December 01, 2012

Updated Wednesday, January 02, 2013

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	54 - 60
Effective	46 - 53
Developing	27 - 45
Ineffective	0 - 26

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 Sunday, December 02, 2012

Updated Friday, January 11, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/260317-Df0w3Xx5v6/TIP forms.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

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

1. For the purpose of the article, "days" is defined as days when school is in session.

2. If, due to extenuating circumstances, the teacher is not able to stay within the timeline for any step of an appeal, the parties agree to

extend the deadline accordingly. Despite any extension granted, the process will be timely and expeditious in compliance with Education Law section 3012-c.

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

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

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

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

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

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

8. STEP 3: If a unanimous vote is not reached, the Superintendent reviews the EAC's findings within 5 days and follows with a decision within ten (10) days of receipt of the EAC's submission.

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

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will certify Lead Evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation. Lead Evaluators are defined as District Administrators or Principals (30-2,9(a)

The District will provide training to Evaluators and lead Evaluators through the Dutchess County BOCES RTTT Evaluator Training program with multiple training dates to be held throughout the 2012-2013 school year.

Through BOCES trainings and monthly administrative meetings in the PCSD, the Instructional leaders/Lead Evaluators will continue

to refine their skills in the area of inter-rater reliability.

The District will continue to participate in trainings through the Dutchess BOCES RTTT Evaluator Training program throughout the school year working on more advanced offerings of the nine components of 3012-c of the Commissioners Regulations.

The District will participate through the Dutchess County BOCES to certify and recertify all lead evaluators and to maintain inter-rater reliability over-time.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	3rd and 4th Grade NYS ELA and Math 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.	For the K-4 principal, the NYS Grade 4 ELA and Math assessments and the NYS Grade 3 ELA and Math assessments will be used to measure student growth for State Growth for principals. The State will provide the HEDI results for the Grade 4 ELA and Math SLO's which will then be weighted proportionally with the 3rd grade ELA and Math SLO results (see HEDI below for Grade 3). A District goal has been to focus on improvement in the area of literacy for all students including the following sub-groups of students: individuals performing below the level of the standards; students with disabilities; and Limited English Proficient/English Language Learners. Using historical data, the district has set minimum growth expectations that 62% of students will reach proficiency with a score of 3 or 4 on the NYS Grade 3 ELA Assessment and that 68% of students will reach proficiency with a score of 3 or 4 on the NYS Grade 3 Math Assessment. See the attached chart for point assignment ranges.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See uploaded HEDI Chart to describe how the principal will earn each of the four rating categories.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded HEDI Chart to describe how the principal will earn each of the four rating categories.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded HEDI Chart to describe how the principal will earn each of the four rating categories.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See uploaded HEDI Chart to describe how the principal will earn each of the four rating categories.

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

assets/survey-uploads/5365/260361-lha0DogRNw/3rd Grade HEDI Principals.docx

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.

none

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Sunday, December 02, 2012

Updated Monday, January 14, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA and Math)
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA and Math)

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.	An average of the students' Measure of Academic Progress Value-Added scores on ELA and Math MAP Assessments will be used for all Principals K-12 resulting in a growth score. The NWEA MAP Assessment VARC Conversion Charts have been uploaded to demonstrate how the value added score that will be generated by NWEA will result in a growth score + or - from zero as an indicator of a year's worth of growth. The HEDI bands for a 20 point and a 15 point conversion are shown in two separate charts. Points will be assigned based on the difference in the growth score provided by Measures of Academic Progress and one year of growth (0), which is placed in the Effective band.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is greater than 0.9
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is

for grade/subject.	greater than -0.9 and less than or equal to 0.9
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is greater than -2.1 and less than or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is less than or equal to -2.1

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/5366/260371-qBFVOWF7fC/5236670-NWEA MAP Assessment VARC Conversion Chart Revised_2.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
K -4	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades, ELA and Math)

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.	An average of the students' Measure of Academic Progress Value-Added scores on ELA and Math MAP Assessments will be used for all Principals K-12 resulting in a growth score. The NWEA MAP Assessment VARC Conversion Charts have been uploaded to demonstrate how the value added score that will be generated by NWEA will result in a growth score + or - from zero as an indicator of a year's worth of growth. The HEDI bands for a 20 point and a 15 point conversion are shown in two separate charts. Points will be assigned based on the difference in the growth score provided by Measures of Academic progress and one year of growth (0), which is placed in the Effective band.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is greater than 0.9

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is greater than -0.9 and less than or equal to 0.9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is greater than -2.1 and less than or equal to -0.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will need to have an average growth score on the Measures of Academic Progress assessment that is less than or equal to -2.1

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

(No response)

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

assets/survey-uploads/5366/260371-T8MIGWUVm1/5236670-NWEA MAP Assessment VARC Conversion Chart Revised_2.docx

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.

none

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	Check

principals' performance in ways that improve student learning and instruction.	
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 Sunday, December 02, 2012

Updated Friday, January 11, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)

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.

When conducting the Principal evaluation using the MPPR the principal will be assessed on a 0-4 (0=I, 2= D, 3=E, 4=H) point scale for each element of the rubric. The total points from all 48 elements of the rubric on the 0-4 point scale will be aggregated for a total number of possible points of 192 (48x4=192). These points will be distributed into the various HEDI categories. The MPPR Conversion Chart to the 60 Point system has been uploaded to explain how Principals can earn each of the four HEDI ratings.

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/5143/260382-pMADJ4gk6R/MPPR Excel.xlsx](#)

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

Highly Effective: Overall performance and results exceed standards.	Each element of the MPPR rubric will be evaluated on a scale of 0-4. These individual cell scores will be tallied for a total score range of 0-192. A total score of 172 - 192 will be rated Highly Effective. See the uploaded conversion chart for a clear description
Effective: Overall performance and results meet standards.	Each element of the MPPR rubric will be evaluated on a scale of 0-4. These individual cell scores will be tallied for a total score range of 0-192. A total score of 124- 171 will be rated Effective. See the uploaded conversion chart for a clear description
Developing: Overall performance and results need improvement in order to meet standards.	Each element of the MPPR rubric will be evaluated on a scale of 0-4. These individual cell scores will be tallied for a total score range of 0-192. A total score of 90 - 123 will be rated

	Developing. See the uploaded conversion chart for a clear description.
Ineffective: Overall performance and results do not meet standards.	Each element of the MPPR rubric will be evaluated on a scale of 0-4. These individual cell scores will be tallied for a total score range of 0-192. A total score of 0 - 89 will be rated Ineffective. See the uploaded conversion chart for a clear description.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54 -60
Effective	46 -53
Developing	27 -45
Ineffective	0-26

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 Sunday, December 02, 2012

Updated Wednesday, January 02, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES- adopted expectations for 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	54 - 60
Effective	46 -53
Developing	27- 45
Ineffective	0 - 26

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 Sunday, December 02, 2012

Updated Friday, January 11, 2013

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/5276/260416-Df0w3Xx5v6/PIP_1.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:

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

1. In the event a Principal has a concern with any feedback provided, he/she will schedule a meeting with the Superintendent within five (5) business days of receiving the written feedback.

2. A principal may only file an appeal if his/her overall composite score is within the developing or ineffective range.

3. Any written appeal must be filed within five (5) working days of receiving the composite score/rating.

4. The Superintendent shall meet with the Principal within ten (10) days of receiving the appeal to determine if the issue can be informally resolved. The principal may bring one other member of the Principal's administrative unit to this meeting.

5. If the appeal cannot be resolved, it will be referred to an appeal committee consisting of the Assistant Superintendent for Instruction, a member of the Pawling Administrators Association selected by that organization and one person jointly selected by the PAA and the Superintendent. The jointly selected member must be a sitting Superintendent in a Dutchess County School District. The appeals committee will review the paperwork submitted on the appeal and render a decision to the Superintendent within ten (10) days of the written submission. The appeals committee will reach a decision by unanimous vote. If the vote is to uphold the appeal, the decision of the evaluator of record is overturned and the committee will order an adjustment to the Principal's composite score. If the vote is to deny the appeal, the decision of the evaluator stands. If a unanimous vote is not reached, the appeals group shall summarize the opposing viewpoints in writing and submit the document to the appellant, the PAA President and the Superintendent. Each of the three potential determinations shall be forwarded to the Superintendent within 10 days of the decision of the appeals committee.

6. If a unanimous vote is not reached, the Superintendent reviews the appeal groups findings and follows with a decision within ten days of receipt of the committee's submission.

7. If the Superintendent upholds the appeal, the District will take steps to revise the composite score accordingly. If the Superintendent denies the appeal, the decision of the Superintendent is final and binding.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The district will certify and recertify lead evaluators annually as qualified to conduct teacher evaluations under 3012-c.

The district will provide training to evaluators and lead evaluators through the Dutchess BOCES RTTT Evaluator Training program which will include a minimum of 20 hours of training in the required components of section 30-2.9 of the Commissioner's Regulations. These components include NYS Teaching and Leadership Standards, Evidence-Based Observation Techniques, Application and Use of Student Growth and Value-Added Models, Application and Use of State Approved Rubrics, Application and Use of Assessment Tools Used, Application and Use of State-Approved Locally Developed Measures of Student Achievement, Use of the Statewide Instructional Reporting System, The Scoring Methodology Used by the Department and/or our District, Specific Considerations in Evaluating Principals of ELL and SWD and Work Toward Inter-Rater Reliability.

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained through the Dutchess BOCES RTTT Evaluator Training program in maintaining inter-rater reliability over time.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
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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
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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
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12. Joint Certification of APPR Plan

Created Sunday, December 02, 2012

Updated Monday, January 14, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/260467-3Uqgn5g9Iu/Signature Page 1_14_13.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.

PAWLING CENTRAL SCHOOL DISTRICT HEDI BANDS

K-2 ELA

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
100-81	80-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64	63	62	61-60	59-58	57-56	55-54	53-52	51-50	49	48	47-0

K-2 MATH

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
100-82	81-80	79-78	77-76	75-74	73-72	71-70	69-68	67-66	65-64	63-62	61-60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-44	43-0

3RD GRADE ELA

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
100-76	75-74	73-72	71-70	69-68	67-66	65-64	63-62	61-60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-44	43-42	41-40	39-38	37-0

3RD GRADE MATH

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
100-82	81-80	79-78	77-76	75-74	73-72	71-70	69-68	67-66	65-64	63-62	61-60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-44	43-0

6TH-7TH GRADE SCIENCE

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
100-91	90-83	82-80	79-78	77-75	74-72	71-69	68-66	65-63	62	61	60	59-57	56-54	53-51	50	49	48	47	46	45-0

8TH GRADE SCIENCE

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
100-94	93-92	91-90	89-86	85-82	81-78	77-74	73-70	69-66	65-62	61	60	59-57	56-54	53-51	50	49	48	47	46	45-0

6TH-8TH GRADE SOCIAL STUDIES

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
100-91	90-83	82-80	79-78	77-75	74-72	71-69	68-66	65-63	62	61	60	59-57	56-54	53-51	50	49	48	47	46	45-0

9TH-12TH GRADE

GLOBAL HISTORY AND GEOGRAPHY II

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
100-53	52-49	48-47	46-45	44-43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-14	13-0

UNITED STATES HISTORY AND GOVERNMENT

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
100-57	56-53	52-49	48-47	45-46	44	43	42	41	40	39	38	37	36-34	33-31	30-28	27-25	24-22	21-19	18-16	15-0

PHYSICAL SETTING/EARTH SCIENCE

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
100-53	52-49	48-45	44	43	42	41	40	39	38	37	36	35-33	32-30	29-28	27-24	23-21	20-19	18-16	15-13	12-0

PHYSICS

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
100-57	56-52	51-47	46-45	44-43	42	41	40	39	38	37-36	35-34	33-30	29-25	24-22	21-20	19-18	17-16	15-14	13-12	11-0

LIVING ENVIRONMENT

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
100-55	54-51	50-47	46-45	44-43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-15	14-0

CHEMISTRY

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
100-47	46	45	44	43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-15	14-0

GEOMETRY

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
100-47	46	45	44	43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-15	14-0

ALGEBRA I

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
100-61	60-51	50-45	44	43	42	41	40	39	38	37	36	35	34 - 31	30 - 27	26 - 23	22 - 19	18 - 15	14 - 11	10 - 7	6-0

ALGEBRA 2/TRIGONOMETRY

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
100-48	47-46	45-44	43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-14	13-12	11-0

11TH GRADE ENGLISH

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
100-55	54-51	50-47	46-45	44-43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-14	13-0

SCHOOL-WIDE HEDI BAND BASED ON THE 4TH GRADE NYS ELA (OTHER COURSES K-4)

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
100-81	80-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64	63	62	61-60	59-58	57-56	55-54	53-52	51-50	49	48	47-0

SCHOOL-WIDE HEDI BAND BASED ON THE 8TH GRADE NYS ELA (OTHER COURSES 5-8)

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
100-81	80-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64	63	62	61-60	59-58	57-56	55-54	53-52	51-50	49	48	47-0

SCHOOL-WIDE HEDI BAND BASED ON THE 11TH GRADE ENGLISH (OTHER COURSES 9-12)

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
100-55	54-51	50-47	46-45	44-43	42	41	40	39	38	37	36	35	34-32	31-29	28-26	25-23	22-20	19-17	16-14	13-0

NYSESLAT K-12

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
100-53	52-49	48-47	46-45	44-43	42	40	39	38	37	36	35	34	33-32	31-29	28-26	25-23	22-20	19-17	16-14	13-0

NWEA MAP Assessment VARC Conversion Charts

Teachers will receive points based on a difference in their growth score as compared to one year of growth

The chart below is a 20 point conversion

Ineffective	Developing	Effective	Highly Effective
2 points: -2.2 — -2.1 1 point: -2.5 — -2.3 0 points: <-2.5	8 points: -1.0 — -0.9 7 points: -1.2 — -1.1 6 points: -1.4 — -1.3 5 points: -1.6 — -1.5 4 points: -1.8 — -1.7 3 points: -2.0 — -1.9	17 points: 0.6 — 0.9 16 points: 0.2 — 0.5 15 points: 0 — 0.1 14 points: -0.2 — -0.1 13 points: -0.4 — -0.3 12 points: -0.5 11 points: -0.6 10 points: -0.7 9 points: -0.8	20 points: >1.3 19 points: 1.2 — 1-3 18 points: 1.0 —1.1

The chart below is a 15 point conversion

Ineffective	Developing	Effective	Highly Effective
2 points: -2.2 — -2.1 1 point: -2.5 — -2.3 0 points: < -2.5	7 points: -1.2 — -0.9 6 points: -1.4 — -1.3 5 points: -1.6 — -1.5 4 points: -1.8 — -1.7 3 points: -2.0 — -1.9	13 points: 0.1— 0.9 12 points: -0.1 — 0.0 11 points: -0.3 — -0.2 10 points: -0.5 — -0.4 9 points: -0.7 — -0.6 8 points: -0.8	15 points: >1.3 14 points: 1.0 — 1.3

NWEA MAP Assessment VARC Conversion Charts

Teachers will receive points based on a difference in their growth score as compared to one year of growth

The chart below is a 20 point conversion

Ineffective	Developing	Effective	Highly Effective
2 points: -2.2 — -2.1 1 point: -2.5 — -2.3 0 points: <-2.5	8 points: -1.0 — -0.9 7 points: -1.2 — -1.1 6 points: -1.4 — -1.3 5 points: -1.6 — -1.5 4 points: -1.8 — -1.7 3 points: -2.0 — -1.9	17 points: 0.6 — 0.9 16 points: 0.2 — 0.5 15 points: 0 — 0.1 14 points: -0.2 — -0.1 13 points: -0.4 — -0.3 12 points: -0.5 11 points: -0.6 10 points: -0.7 9 points: -0.8	20 points: >1.3 19 points: 1.2 — 1-3 18 points: 1.0 —1.1

The chart below is a 15 point conversion

Ineffective	Developing	Effective	Highly Effective
2 points: -2.2 — -2.1 1 point: -2.5 — -2.3 0 points: < -2.5	7 points: -1.2 — -0.9 6 points: -1.4 — -1.3 5 points: -1.6 — -1.5 4 points: -1.8 — -1.7 3 points: -2.0 — -1.9	13 points: 0.1— 0.9 12 points: -0.1 — 0.0 11 points: -0.3 — -0.2 10 points: -0.5 — -0.4 9 points: -0.7 — -0.6 8 points: -0.8	15 points: >1.3 14 points: 1.0 — 1.3



Annual Professional Performance Review Teacher Improvement Plan

Description:

This component of the Annual Professional Performance Review plan is to provide specific assistance for teachers whose performance does not meet the Pawling Central School District standards.

Teacher Improvement Plans (TIP's) are intended to help a teacher with professional performance and are not intended to be disciplinary in nature. In the TIP, the District proposes how it will help the teacher. TIP's are a collaborative effort between teacher and administrator demonstrating a level of mutual trust.

The Teacher Improvement Plan shall include, but not be limited to; scheduling of ongoing observations, ongoing professional dialogues and providing suggestions. Refer to Article XI Teacher Evaluation of the teacher collective bargaining agreement (PCT) As a TIP is part of the evaluative process, all teachers are entitled to the PCT representative of choice throughout the process.

Criteria for Evaluation

- Content Knowledge
- Pedagogical Preparation
- Instructional Delivery
- Classroom Management
- Knowledge of Student Development
- Student Assessment
- Collaborative Relationship
- Reflective and Responsive Practice

Timeline/Procedures

1. *On or before May 31st the teacher will be notified through the yearly summative rubric/APPR of specific well-defined reasons for needing a Teacher Improvement Plan for the ensuing year. At this time, the teacher and administrator will discuss and complete Section I on the attached form.*
2. *On or before the last day of teacher attendance, the teacher and administrator will collaboratively develop a Teacher Improvement Plan, completing Sections II and III. This plan will include a summary of the areas requiring support and how improvement will be addressed (see attached form) The evidence that will be used to measure progress will be clearly delineated*
3. *On or before the last teacher attendance day in June, the agreed upon Teacher Improvement Plan will be finalized and signed*
4. *On or before February 15th of the ensuing school year, the mid-year conference will be held to review and discuss progress, competing Section IV*
5. *On or before April 30th, the end of year conference will be held citing evidence of objectives met from Sections I, II and III.*

Possible Resources:

- Professional journals
- Research materials
- Courses
- Out of district observations
- Learning communities
- Mentors
- Websites
- Superintendent's Conference Days
- Resource Centers
- Administrators
- Other teachers



Annual Professional Performance Review Teacher Improvement Plan

Finalized Written Plan: On or before the last teacher attendance day - Complete I, II and III at this time.

Mid-Year TIP Conference: On or before February 15th - Complete IV at this time.

End of the Year Conference: On or before April 30th - Complete V at this time

Name of Teacher _____

Position/Program _____

Name of Administrator _____

I. Area(s) requiring focused support as evidenced in summative rubric

II. Specific objectives for improvement

III. Plan for improvement

(Activities and timeline; including teacher's and administrators specific responsibilities)

Teacher's signature _____ ***Date*** _____

Administrator's signature _____ ***Date*** _____

Comments:

IV. Mid-year TIP Conference Summary with an indication of progress

Teacher's signature _____ **Date** _____

Administrator's signature _____ **Date** _____

Comments:

V. End of the Year Conference summary citing evidence from Sections I, II, III

___ Objectives of the Teacher Improvement Plan have been met

___ Objectives of the Teacher Improvement Plan have not been met

Teacher's signature _____ **Date** _____

Administrator's signature _____ **Date** _____

Teacher Comments: (optional)

Teacher's Initials _____

Date _____

Administrator's Initials _____

Date _____

(Signifies the reading/review of teacher's comments)

K-4 Principal

3RD GRADE ELA

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
100-76	75-74	73-72	71-70	69-68	67-66	65-64	63-62	61-60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-44	43-42	41-40	39-38	37-0

3rd GRADE MATH

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
100-82	81-80	79-78	77-76	75-74	73-72	71-70	69-68	67-66	65-64	63-62	61-60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-44	43-0

NWEA MAP Assessment VARC Conversion Charts

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2 points: -2.2 — -2.1 1 point: -2.5 — -2.3 0 points: <-2.5	8 points: -1.0 — -0.9 7 points: -1.2 — -1.1 6 points: -1.4 — -1.3 5 points: -1.6 — -1.5 4 points: -1.8 — -1.7 3 points: -2.0 — -1.9	17 points: 0.6 — 0.9 16 points: 0.2 — 0.5 15 points: 0 — 0.1 14 points: -0.2 — -0.1 13 points: -0.4 — -0.3 12 points: -0.5 11 points: -0.6 10 points: -0.7 9 points: -0.8	20 points: >1.3 19 points: 1.2 — 1-3 18 points: 1.0 —1.1

The chart below is a 15 point conversion

Ineffective	Developing	Effective	Highly Effective
2 points: -2.2 — -2.1 1 point: -2.5 — -2.3 0 points: < -2.5	7 points: -1.2 — -0.9 6 points: -1.4 — -1.3 5 points: -1.6 — -1.5 4 points: -1.8 — -1.7 3 points: -2.0 — -1.9	13 points: 0.1— 0.9 12 points: -0.1 — 0.0 11 points: -0.3 — -0.2 10 points: -0.5 — -0.4 9 points: -0.7 — -0.6 8 points: -0.8	15 points: >1.3 14 points: 1.0 — 1.3

NWEA MAP Assessment VARC Conversion Charts

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MPPR Conversion to 60 Point System

Multi-Dimensional Principal Performance Rubric	Total of all Points Earned on Rubric (Raw Score Scale)	Ineffective 0-89	Developing 90-123	Effective 124-171	Highly Effective* 172-192
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Raw Scale Points	Points Out of 60
192	60
191	60
190	60
189	59
188	59
187	59
186	58
185	58
184	58
183	57
182	57
181	57
180	56
179	56
178	56
177	55
176	55
175	55
174	54
173	54
172	54
171	53
170	53
169	53
168	53
167	53
166	53
165	52
164	52
163	52
162	52
161	52
160	52
159	51
158	51

157	51
156	51
155	51
154	51
153	50
152	50
151	50
150	50
149	50
148	50
147	49
146	49
145	49
144	49
143	49
142	49
141	48
140	48
139	48
138	48
137	48
136	48
135	47
134	47
133	47
132	47
131	47
130	47
129	46
128	46
127	46
126	46
125	46
124	46
123	45
122	45
121	44
120	44
119	43
118	43
117	42
116	42
115	41
114	41
113	40
112	40
111	39

110	39
109	38
108	38
107	37
106	37
105	36
104	36
103	35
102	35
101	34
100	34
99	33
98	33
97	32
96	32
95	31
94	30
93	29
92	28
91	27
90	27
89	26
88	26
87	25
86	25
85	24
84	24
83	24
82	24
81	23
80	23
79	23
78	23
77	22
76	22
75	22
74	22
73	21
72	21
71	21
70	21
69	20
68	20
67	20
66	20
65	19
64	19

63	19
62	19
61	18
60	18
59	18
58	18
57	17
56	17
55	17
54	17
53	16
52	16
51	16
50	16
49	15
48	15
47	15
46	15
45	14
44	14
43	14
42	14
41	13
40	13
39	13
38	12
37	12
36	12
35	11
34	11
33	11
32	10
31	10
30	10
29	9
28	9
27	9
26	8
25	8
24	8
23	7
22	7
21	7
20	6
19	6
18	6
17	5

16	5
15	5
14	4
13	4
12	4
11	3
10	3
9	3
8	2
7	2
6	2
5	1
4	1
3	1
2	0
1	0
0	0

Pawling Central School District
Administrator/Supervisor
Improvement Plan

Name:

Date:

Superintendent/Assistant Superintendent:

Rationale for *Administrator/Supervisor* Improvement Plan:

Areas in Need of Improvement:

Supports to be provided include:

Progress will be monitored in the following manner(s):

- By observations on the following dates:
- Meetings to review improvement goals
- Review of assessment tools and student work
- Other

Timeline:

Next Meeting:

Signatures:

Administrator/Supervisor

Date

Unit Representative

Date

Superintendent

Date

Assistant Superintendent

Date

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

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

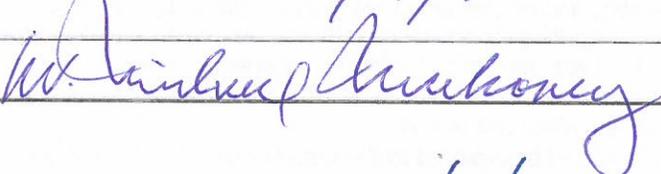
The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been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

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

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

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

Signatures, dates

Superintendent Signature: Date: 1/14/13


Teachers Union President Signature: Date: 1/14/13


Administrative Union President Signature: Date: 1/14/13


Board of Education President Signature: Date: 1/14/13
