



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

Commissioner of Education
President of the University of the State of New York
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December 21, 2012

Dr. Stephen Grimm, Superintendent
Penfield Central School District
P.O. Box 900
Penfield, NY 14526

Dear Superintendent Grimm:

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: Daniel T. White

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, May 30, 2012

Updated Monday, December 10, 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 : 261201060000

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

261201060000

1.2) School District Name: PENFIELD CSD

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

Penfield CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, June 01, 2012

Updated Thursday, December 20, 2012

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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	2013 3-5 NYS ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	2013 3-5 NYS ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	2013 3-5 NYS ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Elementary school wide group SLO based on the percent of students that meet or exceed the growth target on the 2013 grades 3-5 NYS ELA Assessments. HEDI graphic uploaded. The growth targets for these SLOs were collaboratively developed between teachers and principals. For Grades 3 only Using data results from locally developed pre-assessments, growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established target for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District HEDI Conversion Chart which has been uploaded. The targets for these SLOs were collaboratively developed between teachers and principal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed the target.

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	2013 3-5 NYS Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	2013 3-5 NYS Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	2013 3-5 NYS Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Elementary school wide group SLO based on the percent of students that meet or exceed the growth target on the 2013 grades 3-5 NYS Math Assessments. HEDI graphic uploaded. The growth targets for these SLOs were collaboratively developed between teachers and
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principals.
 For 3rd Grade Teachers only: Using data results from locally developed pre-assessments, growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established target for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District HEDI Conversion Chart which has been uploaded. The targets for these SLOs were collaboratively developed between teachers and principal.

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

Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed the target.

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

Teachers will receive a rating of Effective when 65-84% of the students meet or exceed the target.

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

Teachers will receive a rating of Developing when 26-64% of the students meet or exceed the target.

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

Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed the target.

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	Penfield-developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Penfield-developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Using data results from locally developed pre-assessments, growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established target for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District HEDI Conversion Chart which has been uploaded. The targets for these SLOs were collaboratively developed between teachers and principal.

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

Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed the target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed the target..

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	Penfield-developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Penfield-developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Penfield-developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from locally developed pre-assessments, growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established target for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District HEDI Conversion Chart which has been uploaded. The targets for these SLOs were collaboratively developed between teachers and principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed the target.

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	5 Required Regents Exams required to earn a Regents Diploma

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from locally developed pre-assessments, growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established target for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District HEDI Conversion Chart which has been uploaded. The targets for these SLOs were collaboratively developed between teachers and principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed the target.

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances

in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from locally developed pre-assessments, growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established target for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District HEDI Conversion Chart which has been uploaded. The targets for these SLOs were collaboratively developed between teachers and principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed the target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed the target.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from locally developed pre-assessments, growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established target for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District HEDI Conversion Chart which has been uploaded. The targets for these SLOs were collaboratively developed between teachers and principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed the target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed the target.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed the target.

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	5 Required Regents Exams required to earn a Regents Diploma
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	5 Required Regents Exams required to earn a Regents Diploma
Grade 11 ELA	Regents assessment	Comprehensive English Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from locally developed pre-assessments, growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established target for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District HEDI Conversion Chart which has been uploaded. The targets for these SLOs were collaboratively developed between teachers and principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed the target..
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Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed the target.

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
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Middle School Health	School/BOCES-wide/group/term results based on State	2013 6-8 NYS ELA Assessment
Technology	School/BOCES-wide/group/term results based on State	2013 6-8 NYS ELA Assessment
Middle School Special Education	School/BOCES-wide/group/term results based on State	2013 6-8 NYS ELA Assessment
Physical Education	School/BOCES-wide/group/term results based on State	2013 6-8 NYS ELA Assessment
Reading	School/BOCES-wide/group/term results based on State	2013 6-8 NYS ELA Assessment
Middle School Music	School/BOCES-wide/group/term results based on State	2013 6-8 NYS ELA Assessment
LOTE	District, Regional or BOCES-developed	BOCES-developed LOTE Grade 8 Checkpoint A Assessment
Middle School Business	School/BOCES-wide/group/term results based on State	2013 6-8 NYS ELA Assessment
Middle School Enrichment	School/BOCES-wide/group/term results based on State	2013 6-8 NYS ELA Assessment
Middle School Art	School/BOCES-wide/group/term results based on State	2013 6-8 NYS ELA Assessment
Middle School Alternative Education	School/BOCES-wide/group/term results based on State	2013 6-8 NYS ELA Assessment
Elementary Special Education (not self contained)	School/BOCES-wide/group/term results based on State	2013 3-5 NYS ELA Math Assessments
Elementary PE, Art, Music, Enrichment	School/BOCES-wide/group/term results based on State	2013 3-5 NYS ELA Math Assessments
Elementary Reading	School/BOCES-wide/group/term results based on State	2013 3-5 NYS ELA Math Assessments
Middle School FACS	School/BOCES-wide/group/term results based on State	2013 6-8 NYS ELA Assessment
ESOL	State Assessment	2013 Grades 4-8 NYS ELA Assessment NYSESLAT Test
All other Middle or Elementary School Teachers not named above	School/BOCES-wide/group/term results based on State	2013 3-8 NYS ELA Math Assessments
school teachers not named above	School/BOCES-wide/group/term results based on State	5 Required Regents Exams required to earn a Regents Diploma

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

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

Using data results from locally developed pre-assessments, growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established target for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District HEDI Conversion Chart which has been uploaded. The targets

for these SLOs were collaboratively developed between teachers and principal.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed the target.

Effective (9 - 17 points) Results meet District goals for similar students.

Teachers will receive a rating of Effective when 65-84% of the students meet or exceed the target.

Developing (3 - 8 points) Results are below District goals for similar students.

Teachers will receive a rating of Developing when 26-64% of the students meet or exceed the target.

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

Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed the target.

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/5364/137600-TXEttx9bQW/2428677-REVISED 121212 Penfield HEDI Procedures for SLO.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
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 Monday, July 16, 2012

Updated Tuesday, December 18, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	3-5 ELA State Assessments
5	6(ii) School wide measure computed locally	3-5 ELA State Assessments
6	6(ii) School wide measure computed locally	6-8 ELA State Assessments
7	6(ii) School wide measure computed locally	6-8 ELA State Assessments
8	6(ii) School wide measure computed locally	6-8 ELA State Assessments

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.	See HEDI Uploaded Graphics at Section 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed proficiency.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 32-64% of the students meet or exceed proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-31% of the students meet or exceed proficiency.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	3-5 Math State Assessments
5	6(ii) School wide measure computed locally	3-5 Math State Assessments
6	6(ii) School wide measure computed locally	6-8 Math State Assessments
7	6(ii) School wide measure computed locally	6-8 Math State Assessments
8	6(ii) School wide measure computed locally	6-8 Math State Assessments

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.	See HEDI Tables Graphics at 3.3
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed proficiency.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 32-64% of the students meet or exceed proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-31% of the students meet or exceed proficiency.

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

described in 1) or 2), above

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	3-5 ELA State Assessment
1	6(ii) School-wide measure computed locally	3-5 ELA State Assessment
2	6(ii) School-wide measure computed locally	3-5 ELA State Assessment
3	6(ii) School-wide measure computed locally	3-5 ELA State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See HEDI Uploaded Graphics at Section 3.3
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed proficiency.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	3-5 Math State Assessment
1	6(ii) School-wide measure computed locally	3-5 Math State Assessment
2	6(ii) School-wide measure computed locally	3-5 Math State Assessment
3	6(ii) School-wide measure computed locally	3-5 Math State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See HEDI Uploaded Graphics at Section 3.3
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed proficiency.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed proficiency.

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	6-8 ELA State Assessment
7	6(ii) School wide measure computed locally	6-8 ELA State Assessment
8	6(ii) School wide measure computed locally	6-8 ELA State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See HEDI Uploaded Graphics at Section 3.3
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed proficiency.

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	6-8 ELA State Assessment
7	6(ii) School wide measure computed locally	6-8 ELA State Assessment
8	6(ii) School wide measure computed locally	6-8 ELA State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See HEDI Uploaded Graphics at Section 3.3
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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 will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed proficiency.

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	All NYS Regents Exams
Global 2	6(ii) School wide measure computed locally	All NYS Regents Exams
American History	6(ii) School wide measure computed locally	All NYS Regents Exams

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.	See HEDI Uploaded Graphics at Section 3.3
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed proficiency.

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	All NYS Regents Exams
Earth Science	6(ii) School wide measure computed locally	All NYS Regents Exams
Chemistry	6(ii) School wide measure computed locally	All NYS Regents Exams
Physics	6(ii) School wide measure computed locally	All NYS Regents Exams

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.	See HEDI Uploaded Graphics at Section 3.3
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 26-64% of the students meet or exceed proficiency.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 65-84% of the students meet or exceed proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed proficiency.

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
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Algebra 1	6(ii) School wide measure computed locally	All NYS Regents Exams
Geometry	6(ii) School wide measure computed locally	All NYS Regents Exams
Algebra 2	6(ii) School wide measure computed locally	All NYS Regents Exams

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.	See HEDI Uploaded Graphics at Section 3.3
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 65-84% of the students meet or exceed proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 26-64% of the students meet or exceed proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed proficiency.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	All NYS Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	All NYS Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	All NYS Regents Exams

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.

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

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

Teachers will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.

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

Teachers will receive a rating of Effective when 65-84% of the students meet or exceed proficiency.

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

Teachers will receive a rating of Developing when 26-64% of the students meet or exceed proficiency.

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

Teachers will receive a rating of Ineffective when 0-25% of the students meet or exceed proficiency.

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/5139/152456-y92vNseFa4/1218201 REVISED Penfield HEDI Procdures for Local 20.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.

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers with a mix of sections/courses across levels in the use of multiple locally selected measures, all the student scores will be combined into one overall component score of 0-15 or 0-20 as applicable, weighted proportionally based on the number of students at each level/course.

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 Wednesday, October 17, 2012

Updated Tuesday, November 20, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	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	0

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.

4.7 Multiple Measures of Effectiveness.

The District and the Association recognize that effective assessment of teaching practice is a progression and have agreed to utilize a cyclical teacher evaluation and development process supported by the collection and analysis of evidence. The forms for the evaluation process are included in the Appendix of this document.

A. Overview of Danielson Domains: The remaining 60 out of the total 100 points of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner's Regulations. Based on its inclusion of the SED-approved list of rubrics, Danielson's Framework for Teaching (2007) rubric will be used to evaluate classroom teachers. A

complete list of the Danielson Framework for Teaching (2007) Domains and Indicators is located in Appendix F and a set of accompanying Danielson Framework for Teaching (2007) Rubrics is located in Appendix G.

- *Domain 1: Planning and Preparation: The components of Domain 1 describe how a teacher organizes the content that the students are to learn—how the teacher designs instruction.*
 - *Domain 2: The Classroom Environment: The components of Domain 2 establish a comfortable and respectful classroom that cultivates a culture for learning and creates a safe place for risk taking.*
 - *Domain 3: Instruction: Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards;*
 - *Domain 4: Professional Responsibilities: These components are associated with being a true professional educator; they encompass the roles assumed outside of and in addition to those in the classroom with students.*
- The 60 points assigned to Multiple Measures of Teacher Professional Practice are tied to an average rubric score from 4 (Highly Effective) to 1 (Ineffective).*

New York State

Ratings Highly Effective Effective Developing Ineffective

Danielson's Framework for Teaching

Distinguished

Proficient

Basic

Unsatisfactory

Score 4 3 2 1

This score must then be converted to a value between 0-60 by using our locally negotiated conversion scale located on page 21.

In order to support continuous professional growth all 60 points shall be based on classroom observations, and professional evidence collected which consist of a combination of at least two (2) classroom observations for tenured teachers and four (4) classroom observations for probationary teachers of at least 20 minutes in length and the submission of teacher artifacts prior to May 1st each school year.

No later than November 1st, the teacher and principal/administrative designee will choose no less than eight components (two from each domain) to help focus the rating for the year. Non-tenured teachers must be observed in the preselected components listed below. For tenured teachers there will be no less than two observations with one being unannounced. For non-tenured teachers no less than four observations will occur with at least one being unannounced.

B. APPR Goal Setting Meeting: The purpose of the APPR Goal Setting Meeting is to clarify student achievement goals, and select components to be observed for the school year. If applicable, data and evidence may be shared by either party. For both tenured and non-tenured teachers the components to be observed for the year are to be determined at the Goal Setting Meeting and documented on the Goal Setting Meeting Form which is located in Appendix H. The Goal-Setting Meeting should be held no later than November 1st. See below for more details about component selection for tenured and non-tenured classroom teachers Note: This meeting may be combined with a pre-observation meeting.

1. Required Danielson Components for Probationary Teachers: Non-tenured teachers must be observed in the preselected components listed below

YEAR 1 YEAR 2 YEAR 3

1a

1c

1f

2a

2b

2c

2d

3a

3c

3d

4a

4b 1b

1e

3b

4c

Plus any additional from Year 1 (minimum of 8) 1d

2e

3e

4d
4e
4f

Plus any additional from Year 1 or 2 (minimum of 8)

2. Selection of Danielson Components for Tenured Teachers: Observer and teacher to select a minimum of eight components-two from each of the four domains; the observer selects four and the teacher will select a minimum of four. Any additional components require mutual agreement.

C. Observation Conditions

1. Vacations: Observations should not be conducted the day prior to school breaks (Thanksgiving, Holiday, February Recess or Spring Break) unless mutually agreed upon by observer and teacher.

2. Use of Video-taping and Audio-recording devices: All observations of work performance of unit members will be conducted openly and with full knowledge of the unit member and shall be reduced to writing. The use of the public address or audio systems and similar surveillance or recording devices shall not be used for this purpose unless initiated by the teacher. Under no circumstances should a teacher feel pressured to use video-taping, audio recording or similar surveillance devices during the observation process.

3. Probationary Teachers:

a. Shall have a minimum of three announced observations and one unannounced observation each year.

b. Additional observations may be requested by the teacher or the administrator.

c. The first observation for teachers new to Penfield will be conducted prior to November 1st.

d. The first observations for teachers not new to Penfield (years 2/3) will be conducted by December 1st.

e. The second announced observation will be completed prior to January 30th, the third no later than March 30th.

f. The unannounced observation may be completed any time provided an announced observation has been completed, no later than May 15th.

4. Tenured Classroom Teachers

a. Shall have a minimum of one announced and one unannounced observations each year.

b. Additional observations may be requested by the teacher or the administrator.

c. Both observations must be completed prior to May 15th.

D. Announced Observations: Prior to the announced observation a complete observation packet (Pre-Observation Planning Form, Danielson rubrics, and Post-Observation Reflection Form) will be provided to the teacher and meeting dates for the pre-, post-, and observation conferences will be established. The Pre-Observation Planning Form is located in Appendix I and the Post-Observation Reflection Form is located in Appendix J.

1. Observation Length: An observation should be conducted for a reasonable length of time which, in general, should be a minimum of twenty minutes or to the completion of the lesson.

2. Observer Notes: No later than two school days after the observation, a copy of the Observer's Notes will be provided for the teacher.

3. Announced Observation Report: Within ten school days the observer will submit the Announced Observation Report with tagged evidence to the teacher. The Announced Observation Report is located in Appendix K.

a. The observer shall include on the Announced Observation Report comments regarding performance related to any of the components.

b. Aspects of the teacher's performance observed outside of the agreed upon components during the observation shall be noted in the "Feedback/Support" space provided on the Announced Observation Report.

c. Observers and teachers are encouraged to clarify their expectations of each other as observer and teacher during post-observation conferences and/or at other times.

d. If the observer deems the teacher's performance falls below a 3 on the rubric and/or has concerns those shall be documented in the appropriate form and an explanation will be provided at the post observation meeting (Note-in this instance a post-observation meeting is mandatory).

e. If a teacher is meeting expectations, the observer and teacher may forgo a post observation conference if one is not requested by either party.

4. *Teacher Response: Teachers, after reviewing the observation document, may add additional comments before signing and returning the report.*

a. *The signature acknowledges that the teacher has had the opportunity to review the observation with the express understanding that the signature in no way indicates agreement with the content.*

b. *The Announced Observation Report with original signatures, signed by the observer and the teacher, will be sent to the Personnel Office.*

c. *Teacher and observer shall be given a signed copy of the Announced Observation Report.*

The Overview of the Observation Process Chart for both probationary and tenured classroom teachers is located in Appendix L.

E. Unannounced Observations:

1. *Length: An unannounced observation should be conducted for a reasonable length of time, ten to twenty minutes, during which the observer is able to gather the evidence necessary.*

2. *Observer's Notes: No later than two school days after the observation, a copy of the Unannounced Observation Report and the observer's notes will be provided for the teacher. The Unannounced Observation Report is located in Appendix M.*

3. *Follow-Up Conference: After reviewing the notes, teachers may request a follow-up conference to discuss the evidence collected.*

4. *Teacher Response: Teachers, after reviewing the Unannounced Observation Report, may add additional comments before signing and returning the report.*

a. *The signature acknowledges that the teacher has had the opportunity to review the observation with the express understanding that the signature in no way indicates agreement with the content.*

b. *The Unannounced Observation Report with original signatures, signed by the observer and the teacher, shall be sent to the Personnel Office.*

c. *Teacher and observer shall be given a signed copy of the Unannounced Observation Report.*

F. Mid-Year Check-In Meeting: A mid-year check-in meeting will be held to review teacher progress, discuss teacher strengths, and areas for growth. At the mid-year check-in meeting, the teacher can present artifacts, share student work, reflect on teaching and/or discuss progress on SLOs if applicable. The observer will listen, collect evidence, provide feedback and share concerns if any. The mid-year check-in meeting should be approximately 30 minutes in length and together the observer and teacher will complete the Mid-Year Check-In Meeting Report located in Appendix N. Note: This meeting may be combined with a post-observation meeting.

G. Artifacts: Artifacts are samples of student or teacher work that demonstrate knowledge, skills and/or dispositions related to a standard or goal. Artifacts will be used as evidence of components established at the Goal Setting Meeting.

Artifacts chosen by the teacher should include the following:

- *Title for the artifact*
- *Label the artifact with the appropriate component from Danielson*
- *Date or time period if applicable*

Artifacts may be submitted on paper or in electronic form. The deadline for artifacts is May 1st but they may be submitted throughout the year.

A chart listing Sample Artifacts Aligned to Danielson Components is available in Appendix O.

G. Requests for Additional Observations, Artifacts and/or Conferences:

1. *Additional observations may be requested by either observer or teacher. Evidence sharing may be completed electronically.*

Additional conferences may be requested by either party at any time.

2. *Additional artifacts related to the agreed upon components may be requested by the observer and/or submitted by the teacher at any time during the process.*

3. *Additional conferences may be requested by either party at any time.*

H. Scoring of 60-Point Teacher Effectiveness: The following process will be used to calculate the number of points for the teacher effectiveness score. Principals, administrators, and the teacher will collect evidence through observations and artifacts. All evidence will be evaluated using the rubric. The rubric's four levels of performance parallel the HEDI categories. All component scores shall be

averaged (sum of component scores divided by total number of components) using standard rounding to the nearest tenth using the Teacher Effectiveness Score Form located in Appendix P.
 -see attachments below

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

assets/survey-uploads/5091/198802-eka9yMJ855/Penfield Procedure for Determining HEDI for 60 Points.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will receive a rating of Highly Effective when their average rubric score is greater 3.7-4.0 and will be rated between 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of Effective when their average rubric score is 2.9-3.6 and will be rated between 57-58 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of Developing when their average rubric score is 1.9-2.8 and will be rated between 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of Ineffective when their average rubric score is between 0-1.8 and will be rated between 0-49 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- 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)

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Updated Tuesday, November 20, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, October 16, 2012
Updated Monday, December 10, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/197988-Df0w3Xx5v6/PENFIELD TEACHER IMPROVEMENT PLAN FORM_1.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*ARTICLE VII
PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL
PERFORMANCE REVIEW*

7.1 Purpose.

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective workforce. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal criteria identified below may use this process.

7.2 APPR Subject to Grievance Procedure.

Any teacher who believes he/she has been aggrieved by procedural issues pertaining to the negotiated APPR should use the Grievance procedure in the PEA collective bargaining agreement for resolution.

7.3 Grounds for Appeal.

A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

7.4 Appeals Procedure.

This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. Any changes made to this appeals process will be negotiated through collective bargaining and will be in accordance with Education Law 3012-c.

A. Any classroom teacher who receives an overall composite score/rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “effective” or “highly effective” cannot be appealed. Teachers who receive a rating of “effective” or “highly effective” may submit a written rebuttal that will be attached to their APPR.

B. A teacher may appeal only:

- the substance of his or her performance review;*
- the school district’s adherence to standards and methodologies required for such reviews;*
- adherence to applicable regulations of the commissioner of education;*
- Compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.*

C. Appeals concerning a teacher’s performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) school days after the first contractual student contact day of the school year. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher’s right to appeal that performance review.

D. A teacher initiating an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a copy to the building principal whose performance review is being appealed:

- a detailed description of the precise point(s) of disagreement over his or her performance review, along with*
- Any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.*

Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

E. Within fifteen (15) school days of the Superintendent’s receipt of an appeal, the building principal responsible for the performance review being appealed shall submit to the Superintendent or his/her designee a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.

F. Under this appeals process the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by preponderance of the evidence.

G. Within fifteen (15) school days of the Superintendent's receipt of the building principal's detailed response to the appeal, an appeals panel will meet to review the written record, comprised of the teacher’s appeal papers and any documentary evidence which accompanied the appeal, as well as the District’s response to the appeal and additional documentary evidence (written, tangible or otherwise) submitted with such papers. The appeals panel will create an appeal summary.

The appeals summary is comprised of statements which answer the following three questions:

- Does the appeal meet the criteria for the appeals process?*
- What are the deficiencies in the evaluation process which affect the overall APPR rating?*
- Could the outcome of this change the overall teacher APPR rating to a different level?*

H. The appeals panel will consist of the Superintendent/designee, PEA President/designee, and the PAC designee. PEA President or PAC designee shall not be individuals named in the appeal.

I. The Superintendent shall issue a written decision on the merits of the appeal no later than fifteen (15) school days from the meeting of the appeals panel.

J. The decision of the Superintendent shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent shall not be subject to any further appeal.

K. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the Superintendent or Superintendent's designee. The Superintendent's performance review may not be reviewed or appealed under this procedure.

L. The teacher's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

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.

ARTICLE V EVALUATOR TRAINING

5.1 General Guidelines.

The superintendent will ensure that all evaluators have been trained and that building principals (lead evaluators) have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team Evaluator Training and Lead Evaluator Training and certification in accordance with SED procedures and processes. Building principal (lead evaluator) training will include training on:

A. The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;

B. Evidence-based observation techniques that are grounded in research;

C. Application and use of the student growth percentile model and the value-added growth model;

D. Application and use of the teacher rubric(s), including training on the effective application of such rubrics to observe a teacher's practice;

E. Application and use of any assessment tools that the District utilizes to evaluate its classroom teachers including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;

F. Application and use of any locally selected measures of student achievement used by the District evaluate its teachers;

G. Use of the Statewide Instructional Reporting System;

H. The scoring methodology including how scores are generated for each sub-component and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their sub-component ratings; and

I. Specific considerations in evaluating teachers of English language learners and students with disabilities.

J. Calibration, application and use of this APPR plan.

5.2 Training Compliance.

Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

5.3 Training Dates.

Training will be conducted within 45 calendar days of the beginning of each subsequent school year for newly hired staff.

5.4 Annual Retraining.

The Superintendent will ensure that lead evaluators participate in annual training, are re-certified on an annual basis, and maintain inter-rater reliability. The BOCES Network Team will be utilized to provide the training and re-certification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

5.5 Confirmation of Trained Observers.

No later than November 1st the PEA President will receive an updated list of fully trained and certified administrative staff.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, July 24, 2012

Updated Monday, December 10, 2012

Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
9-12	State assessment	5 Required Regents Exams required to earn a Regents Diploma

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.	Using data results from locally developed pre-assessments, growth targets for the final assessment will be established for each individual student. Based on the number of students that meet the established target for growth, principals will be assigned 0-20 points within the HEDI rating categories as identified on the District HEDI Conversion Chart which has been uploaded. The targets for these SLOs were collaboratively developed between the Superintendent and the principals.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principal will receive a rating of Highly Effective when 85-100% of the students meet or exceed the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principal will receive a rating of Effective when 65-84% of the students meet or exceed the growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principal will receive a rating of Developing when 26-64% of the students meet or exceed the growth target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principal will receive a rating of Ineffective when 0-25% of the students meet or exceed the growth target.

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.

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, October 17, 2012

Updated Thursday, December 20, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	3-5 ELA and Math State Assessments
6-8	(d) measures used by district for teacher evaluation	6-8 ELA and Math State Assessment
9-12	(d) measures used by district for teacher evaluation	All June 2013 Regents Exams

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.	HEDI Description is in the uploaded attachment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Effective when 65-84% of the students meet or exceed proficiency.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Developing when 26-64% of the students meet or exceed proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Ineffective when 0-25% of the students meet or exceed proficiency.

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/5366/198881-qBFVOWF7fC/12202012 REVISED Penfield HEDI Procedures for Local 20 Principals.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
9-12	(d) measures used by district for teacher evaluation	All June 2013 Regents Exams
6-8	(d) measures used by district for teacher evaluation	6-8 ELA Math State Assessments
K-5	(d) measures used by district for teacher evaluation	3-5 ELA Math State Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI Description is in the uploaded attachment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Highly Effective when 85-100% of the students meet or exceed proficiency.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Effective when 65-84% of the students meet or exceed proficiency.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Developing when 26-64% of the students meet or exceed proficiency.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of Ineffective when 0-25% of the students meet or exceed proficiency.

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/5366/198881-T8MIGWUVm1/12202012 REVISED Penfield HEDI Procedures for Local 20 Principals.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.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, October 18, 2012

Updated Thursday, October 25, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The lead evaluator will assign a score to each component of the Multidimensional Principal Performance Rubric-of each domain. These scores will then be averaged. The average will then be converted using the attached 60 point conversion chart to determine the HEDI score.

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

assets/survey-uploads/5143/199721-pMADJ4gk6R/Penfield Principal Conversion Scale for 60.docx

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

Highly Effective: Overall performance and results exceed standards.	Principals who receive a rating score of 3.7 to 4.0 will receive 59-60 points based on our conversion chart and will be rated highly effective.
Effective: Overall performance and results meet standards.	Principals who receive a rating score of 2.9-3.6 will receive 57-58 points based on our conversion chart and will be rated as effective.
Developing: Overall performance and results need improvement in order to meet standards.	Principals who receive a rating score of 1.9 to 2.8 will receive 50-56 points based on our conversion chart and will be rated as developing.
Ineffective: Overall performance and results do not meet standards.	Principals who receive a rating score of 0-1.8 will receive 0-49 points based on our conversion chart and will be rated as ineffective.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, October 17, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, October 17, 2012

Updated Thursday, December 20, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/198934-Df0w3Xx5v6/Principal PIP Form for the Penfield CSD.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:

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW-Principals

7.1 Appeals Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly

qualified and effective workforce. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal criteria identified below may use this process.

7.2 APPR Subject to Grievance Procedure

Any principal who believes he/she has been aggrieved by procedural issues pertaining to the negotiated APPR should use the Grievance procedure in the PAC collective bargaining agreement for resolution.

7.3 Grounds for Appeal

A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

7.4 Appeals Procedure

This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. Any changes made to this appeals process will be negotiated through collective bargaining and will be in accordance with Education Law 3012-c.

A. Any principal who receives an overall composite score/rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “effective” or “highly effective” cannot be appealed. Principals who receive a rating of “effective” or “highly effective” may submit a written rebuttal that will be attached to their APPR.

B. A principal may appeal only:

- the substance of his or her performance review;
- the school district’s adherence to standards and methodologies required for such reviews;
- adherence to applicable regulations of the commissioner of education;
- compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

C. Appeals concerning a principal’s performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) school days after the first contractual student contact day of the school year. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the principal’s right to appeal that performance review.

D. A principal initiating an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a copy to the PAC President whose performance review is being appealed:

- a detailed description of the precise point(s) of disagreement over his or her performance review, along with
- any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.

Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

E. Under this appeals process the principal has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by preponderance of the evidence.

F. Within fifteen (15) school days of the Superintendent's receipt of an appeal, an appeals panel will meet to review the written record, comprised of the principal's appeal papers and any documentary evidence which accompanied the appeal, as well as the Superintendent's response to the appeal and additional documentary evidence (written, tangible or otherwise) submitted with such papers. The appeals panel will create an appeal summary.

The appeals summary is comprised of statements which answer the following questions.

- Does the appeal meet the criteria for the appeals process?
- What are the deficiencies in the evaluation process which affect the overall APPR rating?
- Could the outcome of this change the overall principal APPR rating to a different level?

The appeals panel will consist of two individuals chosen by the Superintendent and two individuals chosen by the PAC President/designee. PAC President or PAC designee shall not be individuals named in the appeal.

1. The Superintendent shall issue a written decision on the merits of the appeal no later than fifteen (15) school days from the meeting of the appeals panel.

2. The decision of the Superintendent shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent shall not be subject to any further appeal.

3. If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the Superintendent or Superintendent's designee. The Superintendent's performance review may not be reviewed or appealed under this procedure.

4. The principal's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

PRINCIPAL IMPROVEMENT PLANS

8.1 Timeline for Notification

Upon rating a principal as Developing or Ineffective through an annual professional performance review the principal will be put on a Principal Improvement Plan as soon as practicable, but no later than 10 school days after the opening of classes in the school year following the school year for which such principal's performance is being measured unless delayed due to an active appeal.

8.2 Creating the Plan

The Superintendent/designee will meet with the association member to discuss, mutually develop and implement the improvement plan.

8.3 Required Components of the Plan

1. The Principal Improvement Plan defines specific Multidimensional Standards-based goals that a principal make progress toward attaining within a specific period of time and shall include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiate activities to support improvement in these areas.

8.4 Professional Learning Activities and Evidence of Progress

1. The plan should clearly describe the professional learning activities that the principal must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the principal must produce that can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan should be described.

8.5 Professional Development

The superintendent should clearly state in the plan the additional support and assistance that the Principal will receive.

8.6 Plan Approval

The improvement plan shall be signed by both the principal and the Superintendent. A copy of the improvement plan, with signatures, will be sent to the Personnel Office.

8.7 Association Records

Copies of notices, evaluations, and improvement plans shall be filed with the PAC President.

8.8 Timeframe

The improvement plan will be implemented for the school year. The Principal Improvement Plan will be reviewed by the principal and the Superintendent every thirty (30) school days.

8.9 Final Stage

In the final stage of the improvement plan, the principal should meet with the Superintendent to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the principal.

8.10 Failing to Meet the Plan

If, at the end of the improvement period, the Principal fails to meet expectations, the principal will be notified by the Superintendent, in

writing. The Superintendent may make a recommendation to the Board of Education to implement a disciplinary action in accordance with Section §3020-a of Education Law, which may include termination.

8.11 Expedited 3020a

If the principal receives two consecutive ratings of Ineffective, the principal will be notified by the Superintendent, in writing. The Superintendent may make a recommendation to the Board of Education to implement a disciplinary action in accordance with Section §3012-c of Education Law, which may include termination.

8.11 Forms

The forms to be used for a Principal Improvement Plan (TIP) are attached to this APPR-see document attached at 11.2

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.

As the sole evaluator of principals in the Penfield Central School District, the Superintendent will be properly trained in the nine elements identified, completing training through BOCES and/or NYSCOSS, which will consist of a number of trainings and shorter workshops throughout the year. For re-certification, the Superintendent will attend an annual workshop on evidence based observation using the Multidimensional Principal Performance Rubric.

Due to there being one sole evaluator of principals, inter-rater reliability is not an issue. However, regular interactive review and analysis of professional evidence within Multidimensional Principal Performance Rubric will take place for the professional growth of the Superintendent and the administrative team.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that he be certified to conduct principal evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, July 18, 2012

Updated Thursday, December 20, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/153256-3Uqgn5g9Iu/Penfield APPR Signatures 12202012.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.

4.4 Student Growth Measures.

20 points of the overall teacher composite score is based on student growth on State assessments or other comparable measures of student growth (increased to 25 points upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time.

- A. Student Learning Objectives:** For teachers in subject areas that do not have a state assessment, their growth score will be based on Student Learning Objectives. A Student Learning Objective (“SLO”) is an academic goal for a teacher’s students that are set at the start of a course. It represents the most important learning for the year (or, semester or quarter, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other district priorities.
- B. Criteria for SLOs:** All SLOs shall include the following elements: student population; learning content; interval of instructional time; evidence; baseline; target and HEDI criteria; and a rationale.
- C. Group SLOs:** Group or school-wide SLOs must be aligned to New York State Test results and utilize the District SLO HEDI Conversion Table. Elementary school wide group SLO based on the percent of students that meet or exceed the growth target on the 2013 grades 3-5 NYS ELA and Math Assessments. HEDI graphic uploaded. The growth targets for these SLOs were collaboratively developed between teachers and principals.
- A. Determining SLO Points:** The SLO process to be used shall consist of baseline data collected (and/or a pre-test may be administered) at the beginning of the class and a summative assessment that will be administered at the end of the course.

From this baseline data, teachers, in collaboration with principals, will set individual target scores on the end of year summative assessment for all students. The teacher’s SLO score will be determined by the percentage of students meeting their end of year targets. After the final examination is administered and scored, the percentage of students meeting the target shall be determined. The following will be used to determine SLO points achieved by a teacher:

HEDI Rating	Target Attainment	Points
Highly Effective	85%-100% of students meet the SLO target	18-20
Effective	65%-84% of students meet the SLO target	9-17
Developing	26%-64% of students meet the SLO target	3-8
Ineffective	Less than 25% of students meet the SLO target	0-2

B. SLO Due Dates: Student Learning Objectives shall be determined and submitted for review to building principals. A chart of **SLO Due Dates** is located in **Appendix C.**

- SLOs for **full-year courses** will be submitted no later than November 1st
- SLOs for **twenty-week courses** will be submitted by October 15th (1st semester) and March 15th (second semester)
- SLOs for **ten-week courses** will be submitted by October 15th, December 15th, March 15th, and May 15th

SLO HEDI CONVERSION TABLE		
RATING	POINTS	PERCENT OF STUDENTS MEETING THE TARGET
Highly Effective (85-100%)	20	95-100%
	19	90-94%
	18	85-89%
Effective (65-84%)	17	82-84%
	16	79-81%
	15	77-78%
	14	75-76%
	13	73-74%
	12	71-72%
	11	69-70%
	10	67-68%
Developing (26-64%)	9	65-66%
	8	58-64%
	7	51-57%
	6	44-50%
	5	38-43%
	4	32-37%
Ineffective (0-25%)	3	26-31%
	2	22-25%
	1	18-21%
	0	0-17%

For example, if a teacher had 81% of students meet the target, he/she would receive 16 points.

The SLO Template is located in the **Appendix D**.

Appendix D

All SLOs MUST include the following basic components:	
Population	These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)
Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?
Evidence	What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?
Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?

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

HEDI Scoring

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
DEVELOPING						INEFFECTIVE					
8	7	6	5	4	3	2	1	0			

Rationale

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

**Penfield Central School District
Locally Selected Measures of Student Achievement.**

20 points of the overall teacher composite score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms (decreases to 15 points upon implementation of a value-added growth model). **Completed 3-Year Examples of Penfield Locally Selected Measure of Student Achievement** is available in **Appendix E**.

- A. For elementary school (K-5)** classroom teachers this measure will be determined by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years (2010-2012) of all of these percentages (grades 3-5) across the District at the end of the school year. Using the past three years performance as a base-our district has determined our HEDI by taking the percentage of students scoring a level 3 or 4 on the NYS Math & ELA assessments, finding the average of the three most recent school years (2011-2013). This number corresponds to a HEDI score.
- B. For middle school (6-8)** classroom teachers this measure will be determined by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years (2010-2012) of all of these percentages (grades 6-8) across the District at the end of the school year. Using the past three years performance as a base-our district has determined our HEDI by taking the percentage of students scoring a level 3 or 4 on the NYS Math & ELA assessments, finding the average of the three most recent school years (2011-2013). This number corresponds to a HEDI score.
- C. For high school (9-12)** classroom teachers this measure will be determined by taking the percentage of students scoring 65 or higher on all June Regents exams for the past 3 years (2010-2012). Using the past three years performance as a base-our district HEDI represents our expected performance using the 2013 Spring State Regents Assessments. This number corresponds to a HEDI score.

D. Collaboratively Determined HEDI Scale for Local 20: the following is the collaboratively determined HEDI scoring scale for the locally selected measures of student achievement:

LOCALLY SELECTED MEASURES OF ACHEIVEMENT--20-POINT		
RATING	POINTS	PERCENT OF STUDENTS MEETING THE TARGET
Highly Effective (85-100%)	20	95-100%
	19	90-94%
	18	85-89%
Effective (65-84%)	17	82-84%
	16	79-81%
	15	77-78%
	14	75-76%
	13	73-74%
	12	71-72%
	11	69-70%
	10	67-68%
	9	65-66%
Developing (26-64%)	8	58-64%
	7	51-57%
	6	44-50%
	5	38-43%
	4	32-37%
	3	26-31%
Ineffective (0-25%)	2	22-25%
	1	18-21%
	0	0-17%

LOCALLY SELECTED MEASURES OF ACHEIVEMENT 15--POINT (IF VALUE ADDED MODEL IS IMPLEMENTED)		
RATING	POINTS	PERCENT OF STUDENTS MEETING THE TARGET
Highly Effective (85-100%)	15	95-100%
	14	85-94%
	13	82-84%
Effective (65-84%)	12	77-81%
	11	73-76%
	10	70-72%
	9	67-69%
	8	65-66%
	7	58-64%
Developing (32-64%)	6	51-57%
	5	44-50%
	4	38-43%
	3	32-37%
Ineffective (0-31%)	2	22-31%
	1	18-21%
	0	0-17%

n
d Sample

ELA	MATH		New AVG (2011-2013)
-----	------	--	---------------------

Grade	2009-10	2010-11	2011-12		2009-2010	2010-11	2011-12		(2010-2012)		
3	74%	81%	83%	79%	79%	87%	91%	86%	82%		
4	80%	84%	86%	83%	85%	92%	91%	89%	86%		
5	75%	78%	86%	80%	88%	93%	96%	92%	86%		
									3 Yr. Overall Combined Average	85%	HEDI

Middle School Example

Grade	ELA			3 YR. ELA AVG.	MATH			3 YR. MATH AVG.	3 YR. COMBINE D AVG. (2010-2012)	New Average (2011-2013)	
	2009-10	2010-11	2011-12		2009-2010	2010-11	2011-12				
6	74%	81%	79%	78%	85%	90%	84%	86%	82%		
7	77%	78%	78%	78%	86%	93%	90%	90%	84%		
8	75%	74%	78%	76%	76%	86%	93%	85%	80%		
									3 Yr. Overall Combined Average	82%	HEDI

High School Example

PENFIELD HIGH SCHOOL					
All Regents Exams				Totals (2010-2012)	New Average
2009-2010	2010-2011	2011-2012			Totals (2011-2013)
# Tested	3238	3163	3123	9524	
# 65+	2994	2969	2909	8872	
3 Year Overall Average of All Regents Exams				93.2%	HEDI

**Penfield Central School District
Locally Selected Measures of Student Achievement.**

20 points of the overall teacher composite score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms (decreases to 15 points upon implementation of a value-added growth model). **Completed 3-Year Examples of Penfield Locally Selected Measure of Student Achievement** is available in **Appendix E**.

- A. For elementary school (K-5)** classroom teachers this measure will be determined by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years (2010-2012) of all of these percentages (grades 3-5) across the District at the end of the school year. Using the past three years performance as a base-our district has determined our HEDI by taking the percentage of students scoring a level 3 or 4 on the NYS Math & ELA assessments, finding the average of the three most recent school years (2011-2013). This number corresponds to a HEDI score.
- B. For middle school (6-8)** classroom teachers this measure will be determined by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years (2010-2012) of all of these percentages (grades 6-8) across the District at the end of the school year. Using the past three years performance as a base-our district has determined our HEDI by taking the percentage of students scoring a level 3 or 4 on the NYS Math & ELA assessments, finding the average of the three most recent school years (2011-2013). This number corresponds to a HEDI score.
- C. For high school (9-12)** classroom teachers this measure will be determined by taking the percentage of students scoring 65 or higher on all June Regents exams for the past 3 years (2010-2012). Using the past three years performance as a base-our district HEDI represents our expected performance using the 2013 Spring State Regents Assessments. This number corresponds to a HEDI score.

D. Collaboratively Determined HEDI Scale for Local 20: the following is the collaboratively determined HEDI scoring scale for the locally selected measures of student achievement:

LOCALLY SELECTED MEASURES OF ACHEIVEMENT--20-POINT		
RATING	POINTS	PERCENT OF STUDENTS MEETING THE TARGET
Highly Effective (85-100%)	20	95-100%
	19	90-94%
	18	85-89%
Effective (65-84%)	17	82-84%
	16	79-81%
	15	77-78%
	14	75-76%
	13	73-74%
	12	71-72%
	11	69-70%
	10	67-68%
	9	65-66%
	Developing (26-64%)	8
7		51-57%
6		44-50%
5		38-43%
4		32-37%
3		26-31%
Ineffective (0-25%)	2	22-25%
	1	18-21%
	0	0-17%

LOCALLY SELECTED MEASURES OF ACHEIVEMENT 15--POINT (IF VALUE ADDED MODEL IS IMPLEMENTED)		
RATING	POINTS	PERCENT OF STUDENTS MEETING THE TARGET
Highly Effective (85-100%)	15	95-100%
	14	85-94%
	13	82-84%
Effective (65-84%)	12	77-81%
	11	73-76%
	10	70-72%
	9	67-69%
	8	65-66%
	7	58-64%
Developing (32-64%)	6	51-57%
	5	44-50%
	4	38-43%
	3	32-37%
Ineffective (0-31%)	2	22-31%
	1	18-21%
	0	0-17%

n
d Sample

ELA	MATH		New AVG (2011-2013)
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Grade	2009-10	2010-11	2011-12		2009-2010	2010-11	2011-12		(2010-2012)		
3	74%	81%	83%	79%	79%	87%	91%	86%	82%		
4	80%	84%	86%	83%	85%	92%	91%	89%	86%		
5	75%	78%	86%	80%	88%	93%	96%	92%	86%		
									3 Yr. Overall Combined Average	85%	HEDI

Middle School Example

Grade	ELA			3 YR. ELA AVG.	MATH			3 YR. MATH AVG.	3 YR. COMBINE D AVG. (2010-2012)	New Average (2011-2013)	
	2009-10	2010-11	2011-12		2009-2010	2010-11	2011-12				
6	74%	81%	79%	78%	85%	90%	84%	86%	82%		
7	77%	78%	78%	78%	86%	93%	90%	90%	84%		
8	75%	74%	78%	76%	76%	86%	93%	85%	80%		
									3 Yr. Overall Combined Average	82%	HEDI

High School Example

PENFIELD HIGH SCHOOL					
All Regents Exams				Totals (2010-2012)	New Average
2009-2010	2010-2011	2011-2012			Totals (2011-2013)
# Tested	3238	3163	3123	9524	
# 65+	2994	2969	2909	8872	
3 Year Overall Average of All Regents Exams				93.2%	HEDI

4.7 Multiple Measures of Effectiveness.

The District and the Association recognize that effective assessment of teaching practice is a progression and have agreed to utilize a cyclical teacher evaluation and development process supported by the collection and analysis of evidence. The forms for the evaluation process are included in the Appendix of this document.

A. Overview of Danielson Domains: The remaining 60 out of the total 100 points of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner’s Regulations. Based on its inclusion of the SED-approved list of rubrics, *Danielson’s Framework for Teaching (2007)* rubric will be used to evaluate classroom teachers. A complete list of the **Danielson Framework for Teaching (2007) Domains and Indicators** is located in **Appendix F** and a set of accompanying **Danielson Framework for Teaching (2007) Rubrics** is located in **Appendix G**.

- **Domain 1: Planning and Preparation:** The components of Domain 1 describe how a teacher organizes the content that the students are to learn—how the teacher designs instruction.
- **Domain 2: The Classroom Environment:** The components of Domain 2 establish a comfortable and respectful classroom that cultivates a culture for learning and creates a safe place for risk taking.
- **Domain 3: Instruction:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards;
- **Domain 4: Professional Responsibilities:** These components are associated with being a true professional educator; they encompass the roles assumed outside of and in addition to those in the classroom with students.

The 60 points assigned to Multiple Measures of Teacher Professional Practice are tied to an average rubric score from 4 (Highly Effective) to 1 (Ineffective).

New York State Ratings	Highly Effective	Effective	Developing	Ineffective
Danielson’s Framework for Teaching	Distinguished	Proficient	Basic	Unsatisfactory
Score	4	3	2	1

This score must then be converted to a value between 0-60 by using our locally negotiated conversion scale located on page 21.

In order to support continuous professional growth all 60 points shall be based on classroom observations, and professional evidence collected which consist of a combination of at least two (2) classroom observations for tenured teachers and four (4) classroom observations for probationary teachers of at least 20 minutes in length and the submission of teacher artifacts **prior to May 1st** each school year.

No later than November 1st, the teacher and principal/administrative designee will choose no less than eight components (two from each domain) to help focus the rating for the year. Non-tenured teachers must be observed in the preselected components listed below. For tenured teachers there will be no less than two observations with one being unannounced. For non-tenured teachers no less than four observations will occur with at least one being unannounced.

B. APPR Goal Setting Meeting: The purpose of the APPR Goal Setting Meeting is to clarify student achievement goals, and select components to be observed for the school year. If applicable, data and evidence may be shared by either party. For both tenured and non-tenured teachers the components to be observed for the year are to be determined at the Goal Setting Meeting and documented on the **Goal Setting Meeting Form** which is located in **Appendix H**. The Goal-Setting Meeting should be held no later than **November 1st**. See below for more details about component selection for tenured and non-tenured classroom teachers **Note: This meeting may be combined with a pre-observation meeting.**

1. Required Danielson Components for Probationary Teachers: Non-tenured teachers must be observed in the preselected components listed below

YEAR 1	YEAR 2	YEAR 3
1a	1b	1d
1c	1e	2e
1f	3b	3e
2a	4c	4d
2b		4e
2c	Plus any	4f
2d	additional from	
3a	Year 1	Plus any additional
3c	(minimum of 8)	from Year 1 or 2
3d		(minimum of 8)
4a		

2. **Selection of Danielson Components for Tenured Teachers:** Observer and teacher to select a minimum of eight components-two from each of the four domains; the observer selects four and the teacher will select a minimum of four. Any additional components require mutual agreement.

C. Observation Conditions

1. **Vacations:** Observations should not be conducted the day prior to school breaks (Thanksgiving, Holiday, February Recess or Spring Break) unless mutually agreed upon by observer and teacher.
2. **Use of Video-taping and Audio-recording devices:** All observations of work performance of unit members will be conducted openly and with full knowledge of the unit member and shall be reduced to writing. The use of the public address or audio systems and similar surveillance or recording devices shall not be used for this purpose unless initiated by the teacher. Under no circumstances should a teacher feel pressured to use video-taping, audio recording or similar surveillance devices during the observation process.
3. **Probationary Teachers:**
 - a. Shall have a minimum of three announced observations and one unannounced observation each year.
 - b. Additional observations may be requested by the teacher or the administrator.
 - c. The first observation for teachers new to Penfield will be conducted prior to November 1st.
 - d. The first observations for teachers not new to Penfield (years 2/3) will be conducted by December 1st.
 - e. The second announced observation will be completed prior to January 30th, the third no later than March 30th.
 - f. The unannounced observation may be completed any time provided an announced observation has been completed, no later than May 15th.

4. Tenured Classroom Teachers

- a. Shall have a minimum of one announced and one unannounced observations each year.
- b. Additional observations may be requested by the teacher or the administrator.
- c. Both observations must be completed prior to May 15th.

D. Announced Observations: Prior to the announced observation a complete observation packet (Pre-Observation Planning Form, Danielson rubrics, and Post-Observation Reflection Form) will be provided to the teacher and meeting dates for the pre-, post-, and observation conferences will be established. **The Pre-Observation Planning Form** is located in **Appendix I** and the **Post-Observation Reflection Form** is located in **Appendix J**.

- 1. Observation Length:** An observation should be conducted for a reasonable length of time which, in general, should be a minimum of twenty minutes or to the completion of the lesson.
- 2. Observer Notes:** No later than two school days after the observation, a copy of the Observer's Notes will be provided for the teacher.
- 3. Announced Observation Report:** Within ten school days the observer will submit the Announced Observation Report with tagged evidence to the teacher. The **Announced Observation Report** is located in **Appendix K**.
 - a. The observer shall include on the Announced Observation Report comments regarding performance related to any of the components.
 - b. Aspects of the teacher's performance observed outside of the agreed upon components during the observation shall be noted in the "Feedback/Support" space provided on the Announced Observation Report.
 - c. Observers and teachers are encouraged to clarify their expectations of each other as observer and teacher during post-observation conferences and/or at other times.
 - d. If the observer deems the teacher's performance falls below a 3 on the rubric and/or has concerns those shall be documented in the appropriate form and an explanation will be provided at the post observation meeting (Note-in this instance a post-observation meeting is mandatory).

- e. If a teacher is meeting expectations, the observer and teacher may forgo a post observation conference if one is not requested by either party.
- 4. Teacher Response:** Teachers, after reviewing the observation document, may add additional comments before signing and returning the report.
- a. The signature acknowledges that the teacher has had the opportunity to review the observation with the express understanding that the signature in no way indicates agreement with the content.
 - b. The Announced Observation Report with original signatures, signed by the observer and the teacher, will be sent to the Personnel Office.
 - c. Teacher and observer shall be given a signed copy of the Announced Observation Report.

The Overview of the Observation Process Chart for both probationary and tenured classroom teachers is located in **Appendix L**.

A. Unannounced Observations:

- 1. Length:** An unannounced observation should be conducted for a reasonable length of time, ten to twenty minutes, during which the observer is able to gather the evidence necessary.
- 2. Observer's Notes:** No later than two school days after the observation, a copy of the Unannounced Observation Report and the observer's notes will be provided for the teacher. The **Unannounced Observation Report** is located in **Appendix M**.
- 3. Follow-Up Conference:** After reviewing the notes, teachers may request a follow-up conference to discuss the evidence collected.
- 4. Teacher Response:** Teachers, after reviewing the Unannounced Observation Report, may add additional comments before signing and returning the report.
 - a. The signature acknowledges that the teacher has had the opportunity to review the observation with the express understanding that the signature in no way indicates agreement with the content.
 - b. The Unannounced Observation Report with original signatures, signed by the observer and the teacher, shall be sent to the Personnel Office.
 - c. Teacher and observer shall be given a signed copy of the Unannounced Observation Report.

B. Mid-Year Check-In Meeting: A mid-year check-in meeting will be held to review teacher progress, discuss teacher strengths, and areas for growth. At the mid-year check-in meeting, the teacher can present artifacts, share student work, reflect on teaching and/or discuss progress on SLOs if applicable. The observer will listen, collect evidence, provide feedback and share concerns if any. The mid-year check-in meeting should be approximately 30 minutes in length and together the observer and teacher will complete the **Mid-Year Check-In Meeting Report** located in **Appendix N. Note: This meeting may be combined with a post-observation meeting.**

C. Artifacts: Artifacts are samples of student or teacher work that demonstrate knowledge, skills and/or dispositions related to a standard or goal. Artifacts will be used as evidence of components established at the Goal Setting Meeting.

Artifacts chosen by the teacher should include the following:

- Title for the artifact
- Label the artifact with the appropriate component from Danielson
- Date or time period if applicable

Artifacts may be submitted on paper or in electronic form. The deadline for artifacts is May 1st but they may be submitted throughout the year.

A chart listing **Sample Artifacts Aligned to Danielson Components** is available in **Appendix O.**

G. Requests for Additional Observations, Artifacts and/or Conferences:

- 1. Additional observations** may be requested by either observer or teacher. Evidence sharing may be completed electronically. Additional conferences may be requested by either party at any time.
- 2. Additional artifacts** related to the agreed upon components may be requested by the observer and/or submitted by the teacher at any time during the process.
- 3. Additional conferences** may be requested by either party at any time.

Scoring of 60-Point Teacher Effectiveness: The following process will be used to calculate the number of points for the teacher effectiveness score. Principals, administrators, and the teacher will collect evidence through observations and artifacts. All evidence will be evaluated using the rubric. The rubric's four levels of performance parallel the HEDI categories. All component scores shall be averaged (sum of component scores divided by total number of components) using standard rounding to the nearest tenth using the **Teacher Effectiveness Score Form** located in **Appendix P**.

60-Point Conversion Chart for Multiple Measures of Teacher Effectiveness

Highly Effective		Effective		Developing		Ineffective			
4.0	60	3.6	58	2.8	56	1.784	49	1.384	25
3.9	60	3.5	58	2.7	55	1.768	48	1.368	24
3.8	59	3.4	58	2.6	54	1.752	47	1.352	23
3.7	59	3.3	58	2.5	54	1.720	46	1.336	22
		3.2	57	2.4	53	1.704	45	1.320	21
		3.1	57	2.3	52	1.688	44	1.304	20
		3.0	57	2.2	52	1.672	43	1.288	19
		2.9	57	2.1	51	1.656	42	1.272	18
				2.0	51	1.640	41	1.256	17
				1.9	50	1.624	40	1.240	16
						1.608	39	1.224	15
						1.592	38	1.208	14
						1.576	37	1.192	13
						1.560	36	1.176	12
						1.544	35	1.160	11
						1.528	34	1.144	10
						1.512	33	1.128	9
						1.496	32	1.112	8
						1.480	31	1.096	7
						1.464	30	1.080	6
						1.448	29	1.064	5
						1.432	28	1.048	4
						1.416	27	1.032	3
						1.400	26	1.016	2
								1.000	1
								0.000	0

The following HEDI rating chart will be used to determine teacher effectiveness points achieved by a teacher:

HEDI Rating	Points
Highly Effective	59-60
Effective	57-58

HEDI Rating	Points
Developing	50-56
Ineffective	0-49

Penfield CSD Teacher APPR Scoring Chart
60-Point Teacher Effectiveness Score (2012-2013)

Teacher: _____

Date: _____

Observer: _____

Subject/Grade: _____

Minimum of 8 Components Selected (at least 2 from each Domain)	Domain and Component	Component Score
Domain 1--Planning and Preparation		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 2—Environment		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 3—Instruction		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 4--Professional Responsibilities		
Component 1		
Component 2		
OPTIONAL—Component 3		
	A = Total # of Components A = ____	B = Total Points Earned B = ____
	Average Component Score = B/A	____ / ____ = ____
	60-Point Conversion From Chart on Page 21	____/60

Prior to June 1st the Principal will provide the teacher with the 60 point effectiveness score.

60-POINT TEACHER EFFECTIVENESS SCORE FORM

Prior to June 1st the Principal will provide the teacher with the 60 point effectiveness score.

**Penfield CSD Teacher APPR Scoring Chart
60-Point Teacher Effectiveness Score (2012-2013)**

Teacher: _____

Date: _____

Observer: _____

Subject/Grade: _____

Minimum of 8 Components Selected (at least 2 from each Domain)	Domain and Component	Component Score
Domain 1--Planning and Preparation		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 2—Environment		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 3—Instruction		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 4--Professional Responsibilities		
Component 1		
Component 2		
OPTIONAL—Component 3		
	A = Total # of Components A = ____	B = Total Points Earned B = ____
	Average Component Score = B/A	____ / ____ = ____

**60-Point Conversion
From Chart on Page 21**

____/60

TEACHER IMPROVEMENT PLAN FORM

Teacher: _____ Building(s): _____ Tenure Area: _____

Per SED Regulations, if a teacher is rated as Developing or Ineffective through the APPR Composite Score, they will be put on a Teacher Improvement Plan. The plan is to be mutually created between the building principal and the classroom teacher.

TIPs must be implemented as soon as practicable, but no later than 10 school days after the opening of classes in the school year following the Developing or Ineffective rating.

While TIPs will be reviewed by the teacher and building administrator every thirty (30) school days, Teacher Improvement Plans will be implemented for a school year until the next composite rating is available.

Place a check mark in the box next to any domain where support is required.

- | | |
|---|--|
| <input type="checkbox"/> Planning and Preparation
<input type="checkbox"/> Instruction | <input type="checkbox"/> Classroom Environment
<input type="checkbox"/> Professional Responsibilities |
|---|--|

Goals to address in areas identified above:	Activities to support improvement:	How will improvement be assessed?	Timeline: (include date to assess Plan progress and effectiveness)

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____

Name of Union Representative, if present, at meeting (print): _____

Please check the appropriate box: Plan Completed

Plan Continued

Penfield Central School District



Our district HEDI scale:

		17	82 - 84%				
		16	79 - 81%				
		15	77 - 78%				
		14	75 - 76%	8	58 - 64%		
		13	73 - 74%	7	51 - 57%		
		12	71 - 72%	6	44 - 50%		
20	> 94%	11	69 - 70%	5	38 - 43%	2	22 - 25%
19	90 - 94%	10	67 - 68%	4	32 - 37%	1	18 - 21%
18	85 - 89%	9	65 - 66%	3	26 - 31%	0	< 20%
HIGHLY EFFECTIVE		EFFECTIVE		DEVELOPING		INEFFECTIVE	
85 - 100%		65 - 84%		26 - 64%		0 - 25%	

20 Point State Provided or SLO

1. High school group SLO

Target: School wide students will pass (scaled score of 65 or higher) all of the Regents Exams, which are required to earn a Regents diploma and that they are eligible to sit for in the 2012-13 school year.

- Student population =
- Number of required Regents Exams that student population would be eligible to sit for =
- Number of required Regents Exams that student population is eligible to sit for AND passed with a scaled score of 65 or higher =
- % =
- HEDI Scale Score =

**Penfield Central School District
Locally Selected Measures of Student Achievement: Principals**

20 points of the overall principal composite score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms (decreases to 15 points upon implementation of a value-added growth model). **Completed 3-Year Examples of Penfield Locally Selected Measure of Student Achievement** is below.

- A. For an elementary school (K-5)** principal this measure will be determined by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years (2010-2012) of all of these percentages (grades 3-5) across the District at the end of the school year. Using the past three years performance as a base-our district has determined our HEDI by taking the percentage of students scoring a level 3 or 4 on the NYS Math & ELA assessments, finding the average of the three most recent school years (2011-2013). This number corresponds to a HEDI score.
- B. For a middle school (6-8)** principal this measure will be determined by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years (2010-2012) of all of these percentages (grades 6-8) across the District at the end of the school year. Using the past three years performance as a base-our district has determined our HEDI by taking the percentage of students scoring a level 3 or 4 on the NYS Math & ELA assessments, finding the average of the three most recent school years (2011-2013). This number corresponds to a HEDI score.
- C. For a high school (9-12)** principal this measure will be determined by taking the percentage of students scoring 65 or higher on all June Regents exams for the past 3 years (2010-2012). Using the past three years performance as a base-our district HEDI represents our expected performance using the 2013 Spring State Regents Assessments. This number corresponds to a HEDI score.

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LOCALLY SELECTED MEASURES OF ACHEIVEMENT--20-POINT		
RATING	POINTS	PERCENT OF STUDENTS MEETING THE TARGET
Highly Effective (85-100%)	20	95-100%
	19	90-94%
	18	85-89%
Effective (65-84%)	17	82-84%
	16	79-81%
	15	77-78%
	14	75-76%
	13	73-74%
	12	71-72%
	11	69-70%
	10	67-68%
	9	65-66%
	Developing (26-64%)	8
7		51-57%
6		44-50%
5		38-43%
4		32-37%
3		26-31%
Ineffective (0-25%)	2	22-25%
	1	18-21%
	0	0-17%

LOCALLY SELECTED MEASURES OF ACHEIVEMENT 15--POINT (IF VALUE ADDED MODEL IS IMPLEMENTED)		
RATING	POINTS	PERCENT OF STUDENTS MEETING THE TARGET
Highly Effective (85-100%)	15	95-100%
	14	85-94%
	13	82-84%
Effective (65-84%)	12	77-81%
	11	73-76%
	10	70-72%
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	5	44-50%
	4	38-43%
	3	32-37%
Ineffective (0-31%)	2	22-31%
	1	18-21%
	0	0-17%

n
d Sample

ELA	MATH		New AVG (2011-2013)
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Grade	2009-10	2010-11	2011-12		2009-2010	2010-11	2011-12		(2010-2012)		
3	74%	81%	83%	79%	79%	87%	91%	86%	82%		
4	80%	84%	86%	83%	85%	92%	91%	89%	86%		
5	75%	78%	86%	80%	88%	93%	96%	92%	86%		
									3 Yr. Overall Combined Average	85%	HEDI

Middle School Example

Grade	ELA			3 YR. ELA AVG.	MATH			3 YR. MATH AVG.	3 YR. COMBINE D AVG. (2010-2012)	New Average (2011-2013)	
	2009-10	2010-11	2011-12		2009-2010	2010-11	2011-12				
6	74%	81%	79%	78%	85%	90%	84%	86%	82%		
7	77%	78%	78%	78%	86%	93%	90%	90%	84%		
8	75%	74%	78%	76%	76%	86%	93%	85%	80%		
									3 Yr. Overall Combined Average	82%	HEDI

High School Example

PENFIELD HIGH SCHOOL					
All Regents Exams				Totals (2010-2012)	New Average
2009-2010	2010-2011	2011-2012			Totals (2011-2013)
# Tested	3238	3163	3123	9524	
# 65+	2994	2969	2909	8872	
3 Year Overall Average of All Regents Exams				93.2%	HEDI

Penfield Central School District
Locally Selected Measures of Student Achievement: Principals

20 points of the overall principal composite score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms (decreases to 15 points upon implementation of a value-added growth model). **Completed 3-Year Examples of Penfield Locally Selected Measure of Student Achievement** is below.

- A. For an elementary school (K-5)** principal this measure will be determined by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years (2010-2012) of all of these percentages (grades 3-5) across the District at the end of the school year. Using the past three years performance as a base-our district has determined our HEDI by taking the percentage of students scoring a level 3 or 4 on the NYS Math & ELA assessments, finding the average of the three most recent school years (2011-2013). This number corresponds to a HEDI score.
- B. For a middle school (6-8)** principal this measure will be determined by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years (2010-2012) of all of these percentages (grades 6-8) across the District at the end of the school year. Using the past three years performance as a base-our district has determined our HEDI by taking the percentage of students scoring a level 3 or 4 on the NYS Math & ELA assessments, finding the average of the three most recent school years (2011-2013). This number corresponds to a HEDI score.
- C. For a high school (9-12)** principal this measure will be determined by taking the percentage of students scoring 65 or higher on all June Regents exams for the past 3 years (2010-2012). Using the past three years performance as a base-our district HEDI represents our expected performance using the 2013 Spring State Regents Assessments. This number corresponds to a HEDI score.

D. Collaboratively Determined HEDI Scale for Local 20: the following is the collaboratively determined HEDI scoring scale for the locally selected measures of student achievement:

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	18	85-89%
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	15	77-78%
	14	75-76%
	13	73-74%
	12	71-72%
	11	69-70%
	10	67-68%
	9	65-66%
	Developing (26-64%)	8
7		51-57%
6		44-50%
5		38-43%
4		32-37%
3		26-31%
Ineffective (0-25%)	2	22-25%
	1	18-21%
	0	0-17%

LOCALLY SELECTED MEASURES OF ACHEIVEMENT 15--POINT (IF VALUE ADDED MODEL IS IMPLEMENTED)		
RATING	POINTS	PERCENT OF STUDENTS MEETING THE TARGET
Highly Effective (85-100%)	15	95-100%
	14	85-94%
	13	82-84%
Effective (65-84%)	12	77-81%
	11	73-76%
	10	70-72%
	9	67-69%
	8	65-66%
	7	58-64%
Developing (32-64%)	6	51-57%
	5	44-50%
	4	38-43%
	3	32-37%
Ineffective (0-31%)	2	22-31%
	1	18-21%
	0	0-17%

n
d Sample

ELA	MATH		New AVG (2011-2013)
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Grade	2009-10	2010-11	2011-12		2009-2010	2010-11	2011-12		(2010-2012)		
3	74%	81%	83%	79%	79%	87%	91%	86%	82%		
4	80%	84%	86%	83%	85%	92%	91%	89%	86%		
5	75%	78%	86%	80%	88%	93%	96%	92%	86%		
									3 Yr. Overall Combined Average	85%	HEDI

Middle School Example

Grade	ELA			3 YR. ELA AVG.	MATH			3 YR. MATH AVG.	3 YR. COMBINE D AVG. (2010-2012)	New Average (2011-2013)	
	2009-10	2010-11	2011-12		2009-2010	2010-11	2011-12				
6	74%	81%	79%	78%	85%	90%	84%	86%	82%		
7	77%	78%	78%	78%	86%	93%	90%	90%	84%		
8	75%	74%	78%	76%	76%	86%	93%	85%	80%		
									3 Yr. Overall Combined Average	82%	HEDI

High School Example

PENFIELD HIGH SCHOOL					
All Regents Exams				Totals (2010-2012)	New Average
2009-2010	2010-2011	2011-2012			Totals (2011-2013)
# Tested	3238	3163	3123	9524	
# 65+	2994	2969	2909	8872	
3 Year Overall Average of All Regents Exams				93.2%	HEDI

PENFIELD CENTRAL SCHOOL DISTRICT
Principal Improvement Plan

Probationary _____ Tenure _____

Principal: _____

Date of Plan Start: _____

Superintendent: _____

Date of Plan End: _____

Plan Development Participants sign off:

1. (Principal) _____

2. (Superintendent)

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

- Shared Vision of Learning
- School Culture and Instructional Programs
- Safe and Efficient Learning Environment
- Community
- Integrity, Fairness, Ethics
- Political, Social, Economic, Legal and Cultural Context

Goals to address in areas identified above:	Activities to support improvement:	How will improvement be assessed?	Timeline: (include date to assess Plan progress and effectiveness)

Name of PAC representative, if present, at meeting: _____

Penfield Principal Conversion Scale for 60 + Form

->Principal Rubrics are scored by component by the superintendent. Total Scores are averaged. The result of the average is applied to the scale below.

Rubric	Average	Points Earned
0		0
1.000	Ineffective	1
1.016	Ineffective	2
1.032	Ineffective	3
1.048	Ineffective	4
1.064	Ineffective	5
1.080	Ineffective	6
1.096	Ineffective	7
1.112	Ineffective	8
1.128	Ineffective	9
1.144	Ineffective	10
1.160	Ineffective	11
1.176	Ineffective	12
1.192	Ineffective	13
1.208	Ineffective	14
1.224	Ineffective	15
1.240	Ineffective	16
1.256	Ineffective	17
1.272	Ineffective	18
1.288	Ineffective	19
1.304	Ineffective	20
1.320	Ineffective	21
1.336	Ineffective	22
1.352	Ineffective	23
1.368	Ineffective	24
1.384	Ineffective	25
1.400	Ineffective	26
1.416	Ineffective	27
1.432	Ineffective	28
1.448	Ineffective	29
1.464	Ineffective	30
1.480	Ineffective	31
1.496	Ineffective	32
1.512	Ineffective	33
1.528	Ineffective	34
1.544	Ineffective	35
1.560	Ineffective	36
1.576	Ineffective	37
1.592	Ineffective	38
1.608	Ineffective	39
1.624	Ineffective	40

1.640	Ineffective	41
1.656	Ineffective	42
1.672	Ineffective	43
1.688	Ineffective	44
1.704	Ineffective	45
1.720	Ineffective	46
1.752	Ineffective	47
1.784	Ineffective	48
1.786	Ineffective	49
1.9	Developing	50
2.0	Developing	51
2.1	Developing	51
2.2	Developing	52
2.3	Developing	52
2.4	Developing	53
2.5	Developing	54
2.6	Developing	54
2.7	Developing	55
2.8	Developing	56
2.9	Effective	57
3.0	Effective	57
3.1	Effective	57
3.2	Effective	57
3.3	Effective	58
3.4	Effective	58
3.5	Effective	58
3.6	Effective	58
3.7	Highly Effective	59
3.8	Highly Effective	59
3.9	Highly Effective	60
4.0	Highly Effective	60

Highly Effective

59-60

Effective

57-58

Developing

50-56

Ineffective

0-49

Penfield Principal Rubric Conversion Form	
Principal	Building
Evaluator	Date
Domain Component	Component Score
Domain 1 Shared Vision of Learning	
<i>Culture</i>	0
<i>Sustainability</i>	0
Domain 2- School Culture and Instructional Program	
<i>School Culture</i>	0
<i>Instructional program</i>	0
<i>Capacity Building</i>	0
<i>Sustainability</i>	0
<i>Strategic Planning</i>	0
Domain 3- Safe, Efficient, Effective Learning Environment	
<i>Capacity Building</i>	0
<i>Culture</i>	0
<i>Sustainability</i>	0
<i>Instructional program</i>	0
Domain 4 Community	
<i>Strategic Planning</i>	0
<i>Culture</i>	0
<i>Sustainability</i>	0
Domain 5 Integrity, Fairness, Ethics	
<i>Sustainability</i>	0
<i>Culture</i>	0
Domain 6 Political, Social, Economic, Legal, and Cultural Context	
<i>Sustainability</i>	0
<i>Culture</i>	0
Average Score	0.0
Conversion	HEDI

***Form

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)

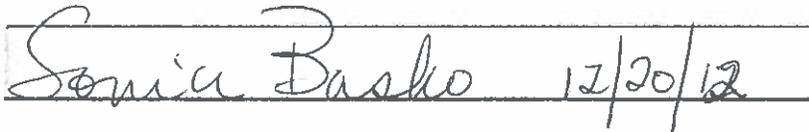
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

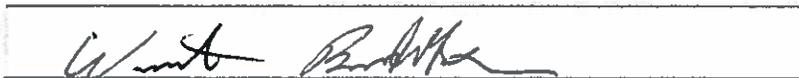
Superintendent Signature: Date: 12-20-12



Teachers Union President Signature: Date:



Administrative Union President Signature: Date: 12/20/12



Board of Education President Signature: Date:

