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

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

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

November 5, 2012

Mary Alice Price, Superintendent
Pittsford Central School District
75 Barker Road
Pittsford, NY 14534

Dear Superintendent Price:

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 Tuesday, June 12, 2012
Updated Monday, October 29, 2012

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 261401060000

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

261401060000

1.2) School District Name: PITTSFORD CSD

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

PITTSFORD 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, May 11, 2012
Updated Monday, October 29, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSWeb
1	State-approved 3rd party assessment	AIMSWeb
2	State-approved 3rd party assessment	AIMSWeb

	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	Teachers will be trained in the different constructs for developing growth based targets. All teachers will administer

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	pre assessments. Teachers will use this score, coupled with additional data they know about each student and will set growth targets accordingly. Teachers will then give a post assessment to gauge the level of growth and the degree by which they reached their target as specified on their SLO.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	98-100% of students of students meet goal -20 points 94-97% of students meet goal - 19 points 90-93% of students meet goal - 18 points
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points 85% of students meet goal - 13 points 81-84% of students meet goal - 12 points 80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students meet goal - 4 points 65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

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	State-approved 3rd party assessment	AIMSWeb
1	State-approved 3rd party assessment	AIMSWeb
2	State-approved 3rd party assessment	AIMSWeb

	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.	Teachers will be trained in the different constructs for developing growth based targets. All teachers will administer pre assessments. Teachers will use this score, coupled with additional data they know about each student and will set growth targets accordingly. Teachers will then give a post assessment to gauge the level of growth and the degree by which they reached their target as specified on their SLO.

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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

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	Pittsford Locally Developed, 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	Pittsford Locally Developed, 7th grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be trained in the different constructs for developing growth based targets. All teachers will administer pre assessments. Teachers will use this score, coupled with additional data they know about each student and will set growth targets accordingly. Teachers will then give a post assessment to gauge the level of growth and the degree by which they reached their target as specified on their SLO.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

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	Pittsford Locally Developed, 6th grade Social Studies
7	District, regional or BOCES-developed assessment	Pittsford Locally Developed, 7th grade Social Studies
8	District, regional or BOCES-developed assessment	Pittsford Locally Developed, 8th grade Social Studies

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be trained in the different constructs for developing growth based targets. All teachers will administer pre assessments. Teachers will use this score, coupled with additional data they know about each student and will set growth targets accordingly. Teachers will then give a post assessment to gauge the level of growth and the degree by which they reached their target as specified on their SLO.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Pittsford Locally Developed, Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be trained in the different constructs for developing growth based targets. All teachers will administer pre assessments that are aligned with the state assessment. Teachers will use this score, coupled with additional data they know about each student and will set growth targets accordingly. Teachers will then give a post assessment to gage the level of growth and the degree by which they reached their target as specified on their SLO.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

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.	Teachers will be trained in the different constructs for developing growth based targets. All teachers will administer pre assessments aligned to the state assessment. Teachers will use this score, coupled with additional data they know about each student and will set growth targets accordingly. Teachers will then give a post assessment to gauge the level of growth and the degree by which they reached their target as specified on their SLO.
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	66-67% of students meet goal - 4 points 65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

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.	Teachers will be trained in the different constructs for developing growth based targets. All teachers will administer pre assessments aligned to the state assessment. Teachers will use this score, coupled with additional data they know about each student and will set growth targets accordingly. Teachers will then give a post assessment to gage the level of growth and the degree by which they reached their target as specified on their SLO.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Pittsford Locally Developed, 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Pittsford Locally Developed, 10th grade ELA Assessment
Grade 11 ELA	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be trained in the different constructs for developing growth based targets. All teachers will administer pre assessments. Teachers will use this score, coupled with additional data they know about each student and will set growth targets accordingly. Teachers will then give a post assessment to gauge the level of growth and the degree by which they reached their target as specified on their SLO.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

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
	Studio Art	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 9-10 Studio Art Assessment
	Contemporary Crafts	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 10-12 Contemporary Crafts Assessment
	Painting and Drawing 1	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 9-11 Painting and Drawing 1 Assessment
	Painting and Drawing 2	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 10-12Painting and Drawing 2 Assessment
	AP Studio Art	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 11-12 AP Studio Assessment
	Photography 1	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 9-10 Photo 1 Assessment
	Photography 2	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 11-12Photo 2 Assessment
	Graphic Design 1	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 10-11Graphic Design 1 Assessment
	Accounting	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 9-10 Accounting Assessment
	Advanced Microsoft App	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 10-12 AMA Assessment
	Business Analyses	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 10-12 Business Analysis Assessment
	Business Dynamics 1	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 9-11 Business Dynamics 1 Assessment
	Business Dynamics 2	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 10-12 Business Dynamics 2 Assessment
	Business Law	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 11-12 Business Law Assessment
	Co-op Work Experience	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 11-12 Co-op Assessment
	Virtual Enterprise	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 10-12 Virtual Enteprise Assessment
	Financial Planning	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 10-12 Financial Planning Assessment
	Ent/Hosp Mgnt and Mktg	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 9-12 Entertainment and Mktg Assessment
	Principles of Marketing	District, Regional or BOCES-developed	Pittsford Locally Developed Grades 9-12 Marketing Assessment
	Health	District, Regional or BOCES-developed	Pittsford Locally Developed Grade 12 Health Assessment, Grades 6, 8, 12

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.	Teachers will be trained in the different constructs for developing growth based targets. All teachers will administer pre assessments. Teachers will use this score, coupled with additional data they know about each student and will set growth targets accordingly. Teachers will then give a post assessment to gauge the level of growth and the degree by which they reached their target as specified on their SLO.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	98-100% of students of students meet goal -20 points 94-97% of students meet goal - 19 points 90-93% of students meet goal - 18 points
Effective (9 - 17 points) Results meet District goals for similar students.	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points 85% of students meet goal - 13 points 81-84% of students meet goal - 12 points 80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Developing (3 - 8 points) Results are below District goals for similar students.	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students meet goal - 4 points 65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

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.

(No response)

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Pittsford locally developed 4th grade ELA test
5	5) District, regional, or BOCES–developed assessments	Pittsford locally developed 5th grade ELA test
6	5) District, regional, or BOCES–developed assessments	Pittsford locally developed 6th grade ELA test
7	5) District, regional, or BOCES–developed assessments	Pittsford locally developed 7th grade ELA test
8	5) District, regional, or BOCES–developed assessments	Pittsford locally developed 8th grade ELA test

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.	Although more work intensive, the Pittsford School District will measure strictly acievement for some disciplines and growth for other disciplines. When growth is used, the process will mirror the SLO guidelines (pre-assessment, data collection, setting a growth goal, post assessment and ascertaining the degree the goal was met. The degree the goal was met will be converted to the below prescribed HEDI Score and points accordingly. When achievement is used, teachers will also look at student data and set an achievement goal. Teachers will also use trend data to create lofty goals. The achievement scores will be collected and assessed against the teachers' goal. In turn, the below HEDI sclae and associated points will be allocated. Please see attachment to view the assessments that are achievement vs. growth. I have attached our complete assessment summary. Grades 4-5 ELA will be based on Growth, Grades 6-8 ELA wil be based on achievement.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	98-100% of students exceed goal -15 points 94-97% of students meet goal - 14 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93% - 13 points 90-92% of students meet goal - 12 points 86-89% - of students meet goal - 11 points 83-85% of students meet goal - 10 points 78-82% of students meet goal - 9 points 75-77% of students meet goal - 8 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	72-74% of students meet goal - 7 points 70-71% of students meet goal - 6 points 69% of students meet goal - 5 points 68% of students meet goal – 4 points 65-67% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63-64% of students meet goal - 2 points 61-62% of students meet goal - 1 point 60% of students or below meet goal - 0 points

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Pittsford developed, 4th grade Math test
5	5) District, regional, or BOCES–developed assessments	Pittsford developed, 5th grade Math test
6	5) District, regional, or BOCES–developed assessments	Pittsford developed, 6th grade Math test
7	5) District, regional, or BOCES–developed assessments	Pittsford developed, 7th grade Math test
8	5) District, regional, or BOCES–developed assessments	Pittsford developed, 8th grade Math test

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.	Although more work intensive, the Pittsford School District will measure strictly acievement for some disciplines and growth for other disciplines. When growth is used, the process will mirror the SLO guidelines (pre-assessment, data collection, setting a growth goal, post assessment and ascertaining the degree the goal was met. The degree the goal was met will be converted to the below prescribed HEDI Score and points accordingly. When achievement is used, teachers will also look at student data and set an achievement goal. Teachers will also use trend data to create lofty goals. The achievement scores will be collected and assessed against the teachers' goal. In turn, the below HEDI sclae and associated points will be allocated. Please see attachment to view the assessments that are achievement vs. growth. I have attached our complete assessment summary. Grades 4-8 Math will be based on local achievement.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	98-100% of students exceed goal -15 points 94-97% of students meet goal - 14 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93% - of students meet goal -13 points 90-92% of students meet goal - 12 points 86-89% - of students meet goal - 11 points 83-85% of students meet goal - 10 points 78-82% of students meet goal - 9 points 75-77% of students meet goal - 8 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	72-74% of students meet goal - 7 points 70-71% of students meet goal - 6 points 69% of students meet goal - 5 points 68% of students meet goal – 4 points 65-67% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63-64% of students meet goal - 2 points 61-62% of students meet goal - 1 point 60% of students or below meet goal - 0 points

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/128356-rhJdBgDruP/Table of assessments - local and growth.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Pittsford Locally Developed Grade K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Pittsford Locally Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Pittsford Locally Developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Pittsford locally developed, 3rd grade ELA 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.	Although more work intensive, the Pittsford School District will measure strictly acievement for some disciplines and growth for other disciplines. When growth is used, the process will mirror the SLO guidelines (pre-assessment, data collection, setting a growth goal, post assessment and ascertaining the degree the goal was met. The degree the goal was met will be converted to the below prescribed HEDI Score and points accordingly. When achievement is used, teachers will also look at student data and set an achievement goal. Teachers will also use trend data to create lofty goals. The achievement scores will be collected and assessed against the teachers' goal. In turn, the below HEDI sclae and associated points will be allocated. Please see attachment to view the assessments that are achievement vs. growth. I have attached our complete assessment summary. Grades K-3 ELA will be based on Growth.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	98-100% of students exceed goal -20 points 94-97% of students meet goal - 19 points 90-93% of students meet goal - 18 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points 85% of students meet goal - 13 points 81-84% of students meet goal - 12 points 80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students meet goal - 4 points

	65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Pittsford Locally Developed Grade K Math Assessment
1	5) District, regional, or BOCES–developed assessments	Pittsford Locally Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Pittsford Locally Developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	Pittsford developed, 3rd grade Math 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.	Although more work intensive, the Pittsford School District will measure strictly acievement for some disciplines and growth for other disciplines. When growth is used, the process will mirror the SLO guidelines (pre-assessment, data collection, setting a growth goal, post assessment and ascertaining the degree the goal was met. The degree the goal was met will be converted to the below prescribed HEDI Score and points accordingly. When achievement is used, teachers will also look at student data and set an achievement goal. Teachers will also use trend data to create lofty goals. The achievement scores will be collected and assessed against the teachers' goal. In turn, the below HEDI sclae and associated points will be allocated. Please see attachment to view the assessments that are achievement vs. growth. I have attached our complete assessment summary. Grades K-3 Math will be based on a local achievement measure.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	98-100% of students exceed goal -20 points 94-97% of students meet goal - 19 points 90-93% of students meet goal - 18 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points 85% of students meet goal - 13 points 81-84% of students meet goal - 12 points

	80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students meet goal - 4 points 65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Pittsford Developed 6th grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Pittsford Developed 7th grade Science Assessment
8	5) District, regional, or BOCES–developed assessments	Pittsford Developed 8th grade Science 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.	Although more work intensive, the Pittsford School District will measure strictly acievement for some disciplines and growth for other disciplines. When growth is used, the process will mirror the SLO guidelines (pre-assessment, data collection, setting a growth goal, post assessment and ascertaining the degree the goal was met. The degree the goal was met will be converted to the below prescribed HEDI Score and points accordingly. When achievement is used, teachers will also look at student data and set an achievement goal. Teachers will also use trend data to create lofty goals. The achievement scores will be collected and assessed against the teachers' goal. In turn, the below HEDI sclae and associated points will be allocated. Please see attachment to view the assessments that are achievement vs. growth. I have attached our complete assessment summary. Grades 6 and 7 Science are based on achievement (local final) and Grade 8 Science will be based on Growth - writing prompt.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	98-100% of students exceed goal -20 points 94-97% of students meet goal - 19 points 90-93% of students meet goal - 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points 85% of students meet goal - 13 points 81-84% of students meet goal - 12 points

	80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students meet goal - 4 points 65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Pittsford Developed 6th grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Pittsford Developed 7th grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Pittsford Developed 8th grade Social Studies 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.	Although more work intensive, the Pittsford School District will measure strictly acievement for some disciplines and growth for other disciplines. When growth is used, the process will mirror the SLO guidelines (pre-assessment, data collection, setting a growth goal, post assessment and ascertaining the degree the goal was met. The degree the goal was met will be converted to the below prescribed HEDI Score and points accordingly. When achievement is used, teachers will also look at student data and set an achievement goal. Teachers will also use trend data to create lofty goals. The achievement scores will be collected and assessed against the teachers' goal. In turn, the below HEDI sclae and associated points will be allocated. Please see attachment to view the assessments that are achievement vs. growth. I have attached our complete assessment summary. Grades 6-8 Social Studies are based on achievement measures (Grade 6 - local final exam, Grades 7-8 local final DBQ).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	98-100% of students exceed goal -20 points 94-97% of students meet goal - 19 points

achievement for grade/subject.	90-93% of students meet goal - 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points 85% of students meet goal - 13 points 81-84% of students meet goal - 12 points 80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students meet goal - 4 points 65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Pittsford Developed Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Pittsford Developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Pittsford Developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Although more work intensive, the Pittsford School District will measure strictly acievement for some disciplines and growth for other disciplines. When growth is used, the process will mirror the SLO guidelines (pre-assessment, data collection, setting a growth goal, post assessment and ascertaining the degree the goal was met. The degree the goal was met will be converted to the below prescribed HEDI Score and points accordingly. When

	achievement is used, teachers will also look at student data and set an achievement goal. Teachers will also use trend data to create lofty goals. The achievement scores will be collected and assessed against the teachers' goal. In turn, the below HEDI sclae and associated points will be allocated. Please see attachment to view the assessments that are achievement vs. growth. I have attached our complete assessment summary.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	98-100% of students exceed goal -20 points 94-97% of students meet goal - 19 points 90-93% of students meet goal - 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points 85% of students meet goal - 13 points 81-84% of students meet goal - 12 points 80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students meet goal - 4 points 65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Pittsford Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Pittsford Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Pittsford Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Pittsford Developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Although more work intensive, the Pittsford School District will measure strictly acievement for some disciplines and growth for other disciplines. When growth is used, the process will mirror the SLO guidelines (pre-assessment, data collection, setting a growth goal, post assessment and ascertaining the degree the goal was met. The degree the goal was met will be converted to the below prescribed HEDI Score and points accordingly. When achievement is used, teachers will also look at student data and set an achievement goal. Teachers will also use trend data to create lofty goals. The achievement scores will be collected and assessed against the teachers' goal. In turn, the below HEDI sclae and associated points will be allocated. Please see attachment to view the assessments that are achievement vs. growth. I have attached our complete assessment summary.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	98-100% of students exceed goal -20 points 94-97% of students meet goal - 19 points 90-93% of students meet goal - 18 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students meet goal - 4 points 65% of students meet goal - 3 points
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points 85% of students meet goal - 13 points 81-84% of students meet goal - 12 points 80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Pittsford Developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Pittsford Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Pittsford Developed Algebra 2 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Although more work intensive, the Pittsford School District will measure strictly acievement for some disciplines and growth for other disciplines. When growth is used, the process will mirror the SLO guidelines (pre-assessment, data collection, setting a growth goal, post assessment and ascertaining the degree the goal was met. The degree the goal was met will be converted to the below prescribed HEDI Score and points accordingly. When achievement is used, teachers will also look at student data and set an achievement goal. Teachers will also use trend data to create lofty goals. The achievement scores will be collected and assessed against the teachers' goal. In turn, the below HEDI scale and associated points will be allocated. Please see attachment to view the assessments that are achievement vs. growth. I have attached our complete assessment summary.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	98-100% of students exceed goal -20 points 94-97% of students meet goal - 19 points 90-93% of students meet goal - 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points 85% of students meet goal - 13 points 81-84% of students meet goal - 12 points 80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students meet goal - 4 points 65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Pittsford Developed Grade 9 ELA Assessment

Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Pittsford Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Pittsford Developed Grade 11 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Although more work intensive, the Pittsford School District will measure strictly acievement for some disciplines and growth for other disciplines. When growth is used, the process will mirror the SLO guidelines (pre-assessment, data collection, setting a growth goal, post assessment and ascertaining the degree the goal was met. The degree the goal was met will be converted to the below prescribed HEDI Score and points accordingly. When achievement is used, teachers will also look at student data and set an achievement goal. Teachers will also use trend data to create lofty goals. The achievement scores will be collected and assessed against the teachers' goal. In turn, the below HEDI sclae and associated points will be allocated. Please see attachment to view the assessments that are achievement vs. growth. I have attached our complete assessment summary.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	98-100% of students exceed goal -20 points 94-97% of students meet goal - 19 points 90-93% of students meet goal - 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points 85% of students meet goal - 13 points 81-84% of students meet goal - 12 points 80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students meet goal - 4 points 65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Studio Art	5) District/regional/BOCES–developed	Pittsford Developed Grades 9-10 Studio Art Assessment
Contemporary Crafts	5) District/regional/BOCES–developed	Pittsford Developed Grades 10-12 Contemporary Crafts Assessment
Painting and Drawing 1	5) District/regional/BOCES–developed	Pittsford Developed Grades 9-10 Painting and Drawing Assessment
Painting and Drawing 2	5) District/regional/BOCES–developed	Pittsford Developed Grades 10-12 Painting and Drawing 2 Assessment
AP Studio Art	5) District/regional/BOCES–developed	Pittsford Developed Grades 11-12 AP Studio Art Assessment
Photography 1	5) District/regional/BOCES–developed	Pittsford Developed Grades 9-10 Photography Assessment
Photography 2	5) District/regional/BOCES–developed	Pittsford Developed Grades 10-12 Photography 2 Assessment
Graphic Design 1	5) District/regional/BOCES–developed	Pittsford Developed Grades 9-10 Graphic Design Assessment
Accounting	5) District/regional/BOCES–developed	Pittsford Developed Grades 9-10 Accounting Assessment
Advanced Microsoft Applications	5) District/regional/BOCES–developed	Pittsford Developed Grades 10-12 Advances Microsoft Assessment
Business Analyses	5) District/regional/BOCES–developed	Pittsford Developed Grades 10-12 Business Analysis Assessment
Business Dynamics 1	5) District/regional/BOCES–developed	Pittsford Developed Grades 9-10 Business Dynamics 1 Assessment
Business Dynamics 2	5) District/regional/BOCES–developed	Pittsford Developed Grades 10-12 Business Dynamics 2 Assessment
Business Law	5) District/regional/BOCES–developed	Pittsford Developed Grades 10-12 Assessment
Co-op Work Experience	5) District/regional/BOCES–developed	Pittsford Developed Grades 11-12 Co-op Assessment
Virtual Enterprise	5) District/regional/BOCES–developed	Pittsford Developed Grades 10-12 Virtual Enterprise Assessment
Entertainment/Hospitality	5) District/regional/BOCES–developed	Pittsford Developed Grades 11-12 Hospitality Assessment
Financial Planning	5) District/regional/BOCES–developed	Pittsford Developed Grades 10-12 Financial Planning Assessment
Principles of Marketing	5) District/regional/BOCES–developed	Pittsford Developed Grades 10-11 Principles of Marketing Assessment
Health	5) District/regional/BOCES–developed	Pittsford Developed Grade 12 Health Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Although more work intensive, the Pittsford School District will measure strictly acievement for some disciplines and growth for other disciplines. When growth is used, the process will mirror the SLO guidelines (pre-assessment, data collection, setting a growth goal, post assessment and ascertaining the degree the goal was met. The degree the goal was met will be converted to the below prescribed HEDI Score and points accordingly. When achievement is used, teachers will also look at student data and set an achievement goal. Teachers will also use trend data to create lofty goals. The achievement scores will be collected and assessed against the teachers' goal. In turn, the below HEDI scale and associated points will be allocated. Please see attachment to view the assessments that are achievement vs. growth. I have attached our complete assessment summary.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	98-100% of students exceed goal -20 points 94-97% of students meet goal - 19 points 90-93% of students meet goal - 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points 85% of students meet goal - 13 points 81-84% of students meet goal - 12 points 80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students meet goal - 4 points 65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

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)

assets/survey-uploads/5139/128356-Rp0Ol6pk1T/Form 3_12_All Other Courses[1]_1.doc

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.

(No response)

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.

The scores will be averaged and weighted based on proportionality. For example: 4th grade teacher with 1 section of Math and 2 sections of ELA will look as follows: Math results (33.33%) of score and ELA (66.66%) resulting in a single subcomponent HEDI category and score.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, May 11, 2012
Updated Monday, October 29, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

tenured teachers

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

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

assets/survey-uploads/5091/128424-2UoxI2HPmn/Form 4_2_Points Within Other Measures[1].doc

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be evaluated through classroom observations within Domains 1, 2 and 3 using Danielson's Rubric at the component level. Tenured teachers can score a maximum of 32 points, probationary teachers can score a maximum of 40 points.

Remaining Points for Tenured: 28 (32 points from multiple observations)

Tenured Teachers will be assessed at the component level using Danielson's Domain 4 rubric (Professional Responsibilities). This will be done annually each year and each teacher is responsible for generating artifacts / evidence aligned with Danielson's Domain 4 criteria to determine HEDI score - 12 points. Additionally, tenured teachers will be responsible for a professional plan (goal setting) for year one. Goal is required to align with Reform Agenda / Danielson Rubric / District Initiative - 16 Points - HEDI score will be

attained using attached Goal Setting Rubric.

Remaining Points for Probationary: 20 points (40 points from multiple observations)
Probationary Teachers will receive an annual summative evaluation - based on all 4 Domains and scored against the Danielson Rubric - 12 points
Probationary teachers will be evaluated based on professional plan consisting of 2 goals - related to NYS Teaching Standards, Reform Agenda and/or District Initiatives. HEDI score will be attained using attached Goal Setting Rubric. - 8 points

Every measure will have a score that includes 0 and any point value is achievable up to 60. Once a measure is scored, it is then entered into an excel template that is programmed to convert the score into a weighted score and respective HEDI rating. For example, Observations are worth 40/60 points for probationary teachers - this is 66.6% of the 60 points. If the teacher receives a 3 - it is converted using NYSUT rubric to a 58 (Effective). This 58 is then weighted as 66.6% of the total 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/5091/128424-eka9yMJ855/APPRTenuredandProbationary_2.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.	1.Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. 2. Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records. 3. Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful. 4. Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. 5. Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. 6. Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental

	decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues
Effective: Overall performance and results meet NYS Teaching Standards.	1. Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 2. Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. 3. Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner. 4. Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. 5. Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators. 6. Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1. Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. 2. Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors. 3. Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families. 4. Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked. 5. Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession. 6. Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1. Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved. 2. Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. 3. Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. 4. Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects. 5. Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. 6. Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	2
4.6) Observations of Probationary Teachers | Informal/Short	1
4.6) Observations of Probationary Teachers | Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Friday, May 11, 2012
Updated Monday, October 29, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, July 05, 2012
Updated Tuesday, October 30, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/148922-Df0w3Xx5v6/TEACHER IMPROVEMENT PLANS.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:

Teacher Appeals

1. APPR Subject to Appeal Procedure

Any unit member aggrieved of an APPR rating of either "Ineffective" or "Developing" may challenge that APPR by use of the following procedure.

2. Grounds for an Appeal:

An appeal may be filed challenging the APPR based upon one or more of the following grounds:
a. The substance of the Annual Professional Performance Review (any point yielding portion with local control);
b. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;
c. The district's failure to comply with applicable locally negotiated procedures;
d. The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

3. Notification of the Appeal:

Teachers will receive composite scores by September 1 of each new school year. The notification of the APPR appeal shall be filed, in writing, within fifteen (15) school days after the teacher has received the APPR. Notification of the appeal shall be provided to the superintendent of schools or his or her designee.

4. Decisions on Appeal

Appeals shall be decided in final and binding manner, by a three member committee consisting of one representative designated by the Superintendent and two teacher members from the Professional Standards Review Board. The PSRB members on this panel shall not be compelled by the District to testify in any disciplinary hearing(s) against the teacher involved.

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

BURDEN OF PROOF

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

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 school days from the date when the teacher receives his or her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed within 15 school days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

TIMEFRAME FOR DISTRICT RESPONSE

Within 15 school days of receipt of an appeal, the school district who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

DECISION

Professional Standards Review Board committee members will submit a written decision on the merits of the appeal which shall be

rendered no later than 30 school days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the Superintendent and the PDTA President will work collaboratively towards the appropriate resolve. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

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

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.

Below is a list of the significant amount of trainings our lead evaluators have attended to date. We will be asking the Board of Education to certify our administrators as Lead Evaluators during our October board of education meeting. During the multiple trainings, we have watched lessons, independently gathered evidence, independently scored and then compared scores and evidence across our team of administrators to ensure inter-rater reliability. We have received intensive training about evidence gathering, scoring against a rubric and providing feedback. Below is the template we used to capture the topics and duration of each meeting.

Certification for Teacher (Lead) Evaluators

Teacher (Lead) Evaluators must show evidence of training within all nine Lead Evaluator training criteria in order to receive District certification as a Lead Evaluator. Administrators must be certified by their Superintendent as a Lead Evaluator prior to concluding a teacher APPR and assigning a composite score.

New York State Education Department Regulations for Training:

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

Aligned Professional Development Date
Lead Evaluator Training with Shirley Hall 11/30/11
6.5 hours

Lead Evaluator Training with Shirley Hall 12/14/11
6.5 hours

Lead Evaluator Training with Shirley Hall 1/11/12
6.5 hours

Evidence Based Observation/inter-rater reliability practice at PDLT meeting 2/8/12
3 hours

2. Evidenced-based observation techniques that are grounded in research.

Aligned Professional Development Date
Lead Evaluator Training with Shirley Hall 11/30/11
6.5 hours

Lead Evaluator Training with Shirley Hall 12/14/11
6.5 hours

Lead Evaluator Training with Shirley Hall 1/11/12
6.5 hours

Evidence Based Observation/inter-rater reliability practice at PDLT meeting 2/8/12
3 hours

3. Application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of the Subpart.

Aligned Professional Development

Review of Power-Point on www.engageNY.org – Using Growth Score Results. All lead evaluators reviewed building data (MGP's for each reported subgroup). This is ongoing (monthly).
9/12/12 3 hours

4. Application and use of the State approved rubric selected by the District for use in evaluations, including training on the effective application of such rubrics to observe a teacher.

Aligned Professional Development Date
Lead Evaluator Training with Shirley Hall 11/30/11
6.5 hours

Lead Evaluator Training with Shirley Hall 12/14/11
6.5 hours

Lead Evaluator Training with Shirley Hall 1/11/12
6.5 hours

Evidence Based Observation/inter-rater reliability practice at PDLT meeting 2/8/12
3 hours

5. Application and use of any assessment tools that the school 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.

Aligned Professional Development

Administrators attended one of the two hour APPR training modules focused on Domain 4 this summer so that they develop at least the same level of understanding as their teachers regarding this domain and how it should be used to inform professional goal setting and the collection of evidence relative to those goals.
Offered 10 times throughout summer
2hrs

6. Application and use of any State-approved locally selected measures of student achievement used by the school district to evaluate its teachers.

Aligned Professional Development

Principals were part of the vetting process along with teacher leaders. They followed a tuning protocol to gage level of rigor and common assessments. August 17
6 hours

7. Use of the Statewide Instructional Reporting System.

Aligned Professional Development
Training on the Teacher of Record Verification process, and the rest of the reporting system ranging from Infinite Campus to customized excel templates. 3/14, 5/9

4 hours

8. The scoring methodology utilized by the District to evaluate a teacher, 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 overall rating and their subcomponent ratings.

Aligned Professional Development

Principals were provided with this information at the combined faculty meetings facilitated by the APPR committee in June, reinforced at multiple District meetings in July –September. Professional development relative to SLO development occurred on August 17 and continues (on-going)
3/14, 5/9, 8/17
9 hours

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

Aligned Professional Development
Engage NY Webinar (5/16) and follow up (8/22) – Students with disabilities
ELL – "Study finds Grades Give Early Warning on ELL Dropouts" (9/12) 5/16, 8/22, 9/12

3 hours

Lead Evaluators will receive recertification annually following a similar approach to above. The district will utilize 12 Professional Development Days throughout the year for recertification. New Lead Evaluators will be assigned a mentor who is already certified to provide one on one certification training throughout the school year. All of the areas specified above will be part of the mentor - lead evaluator training. Participation in the 12 Professional development Days will also be required for new certification.

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 Friday, July 06, 2012
Updated Friday, September 14, 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

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.	Scores will be provided by NYSED as all of our principals have more than 30% of their students taking state assessments. They will not be completing SLO's
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Per NYS Growth Score
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Per NYS Growth Score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Per NYS Growth Score
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Per NYS Growth Score

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: 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 Friday, July 06, 2012
Updated Tuesday, October 30, 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	(a) achievement on State assessments	Grades 3-5 ELA
	6-8	(a) achievement on State assessments	Grades 6-8 ELA
	9-12	(d) measures used by district for teacher evaluation	Grade 11 ELA Regents

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.	The district is comprised of 9 schools, each with one principal. Individual principals will take multiple variables into consideration (historical achievement data, student demographics, students with disabilities, etc) to develoop appropriate achievement target with the superintendent.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100% of students met goal - 15 points 90-94% of students met goal - 14 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	87-89% of students met goal - 13 points 85-86% of students met goal - 12 points 81-84% of students met goal - 11 points 79-80% - 10 points 76-78% - 9 points 75% - 8 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	73-74% of students met goal - 7 points 70-72% of students met goal - 6 points 68-69% of students met goal - 5 points 66-67% - 4 points

	65% - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-64% of students met goal - 2 points 50-59% of students met goal - 1 point 0-49% of students met goal - 0 point

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.

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

Our district will not combining multiple locally selected measures. Each respective level (elementary, middle, high) will have one measure for achievement and that is based on state assessments.

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 Friday, July 06, 2012
Updated Tuesday, October 30, 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.

Points will be assigned based upon a principal's performance relative to the seven domains within the multidimensional rubric. Principals can receive a score up to four points within each domain. Each domain score will be converted to a score up to 60 points based on the attached conversion chart and all seven domains will be added and divided by seven to dtermine the total points out of 60. Because decimals are used in the conversion chart, the final score will be rounded to the nearest whole number. For example, if the total out of 60 points is 57.4, it will be rounded to 57. Conversley, if the score is 57.6, it will be rounded to 58. Of note: The ranges for rounding are consistent with conversion chart as no principal can enhance ratings by rounding up. Regents Rule 30-2.6(e) is followed as the conversion score of a 1 on the rubric is 0 points. It is the conversion scores that will result in the total score out of 60.

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/5143/149286-pMADJ4gk6R/principal conversion and rubric2.pdf

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

Highly Effective: Overall performance and results exceed standards.	3.5-4 (converted to 59-60): Principal's overal performance and results, across all seven domains, exceeds the New York State Leadership Standards. The majority of a principal's scores fall in the Highly Effective range as described in the multidimensional rubric (including goal setting). Rubric attached above.
Effective: Overall performance and results meet standards.	2.5-3.4 (converted to 57-58) Principal's overal performance and results, across all seven domains, meet the New York State Leadership Standards. The majority of a principal's scores fall in the Effective range as described in the multidimensional rubric (including goal setting). Rubric attached above.
Developing: Overall performance and results need improvement in order to meet standards.	1.5-2.4 (converted to 55-56) Principal's overal performance and results, across all seven domains, do not meet all of the New York State Leadership Standards. The majority of a principal's scores fall in the Developing range as described in the multidimensional rubric (including goal setting). Rubric attached above.
Ineffective: Overall performance and results do not meet standards.	0-1.4 (converted to 0-54) Principal's overall performance and results, across all seven domains, do not meet New York State Leadership Standards. The majority of a principal's scores fall in the Ineffective range as described in the multidimensional rubric (including goal setting).

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, August 15, 2012
Updated Tuesday, October 30, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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 Friday, July 20, 2012
Updated Monday, October 29, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/153870-Df0w3Xx5v6/PIPaug31.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEAL PROCESS

Challenges in an appeal:

Appeals are limited to those identified by Education Law 3012-c, as follows:
I. The substance of the annual professional performance review;
II. The school district’s adherence to the standards and methodologies required for such reviews;

III. The adherence to Commissioner's Regulations, as applicable to such reviews;
IV. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
V. The school district's issuance and/or implementation of the terms of the principal improvement plan.

Ratings that may be appealed:

Appeals may only be considered for ineffective or developing ratings. An appeal may only be initiated once a principal receives the overall composite score and rating.
Prohibition against more than one appeal: Performance Review
All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived. A principal may not file multiple appeals regarding the same performance review.

Appeal of PIP:
a. The issuance of an improvement plan may prompt an appeal independent of the performance review.
b. The implementation of an improvement plan may be appealed upon each alleged breach thereof.

Time frame for filing appeal (Performance Review):

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.
An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives his/her final and complete annual performance review. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request.
When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review. Supportive evidence about the challenges may also be submitted within the appeal. Any additional documents or materials relevant to the appeal must be provided by the District upon written request for same. The performance review being challenged must also be submitted with the appeal.

Time frame for filing appeal (PIP):

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing. If a principal is challenging the issuance of an improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement and component of the plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted within the appeal. Any additional documents or materials relevant to the appeal must be provided by the District upon written request for same. The improvement plan being challenged must also be submitted with the appeal.

Timeframe for District response: Performance and/or Improvement Plan

Within fifteen (15) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the District in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the Superintendent, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

Decision Process for Appeal:

Within five (5) business days of the district's response, a panel of three district employees shall be chosen as follows: two members from approved PDAA pool, one member selected by the Superintendent.
The parties agree that:
a) The three (3) member panel hear the appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the panel is selected.
b) The duration of the hearing shall not exceed one (1) business day unless extenuating circumstances are present and the panel members agree to a second day.
c) The parties shall have the ability to be represented by either legal counsel, union representative or appear pro se.

Decision

A written decision on the merits of the appeal, by the panel, shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The panel must either uphold or revise district's rating or improvement plan. A copy of the decision shall be provided to the principal and the Superintendent.

Exclusivity of Section 3012-C Appeal Procedure

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

Of Note: The District assures that the 3012C process will occur in an expedited manner. The entire process will not exceed 60 days.

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.

Below is a list of the significant amount of trainings our lead evaluators have attended to date. Included are both Certification for Teacher Evaluators and Principal Evaluators. We will be asking the Board of Education to certify our administrators as Lead Evaluators during our October board of education meeting and to certify our Superintendent and Assistant Superintendent as Principal Evaluators in November board meeting. During the multiple trainings, we have watched lessons, independently gathered evidence, independently scored and then compared scores and evidence across our team of administrators to ensure inter-rater reliability. We have received intensive training about evidence gathering, scoring against a rubric and providing feedback. The process for ensuring inter-rater reliability will be part of our monthly professional development meetings .Below is the template we used to capture the topics and duration of each meeting for both Teacher and Principal Lead Evaluator.

Certification for Teacher (Lead) Evaluators

Teacher (Lead) Evaluators must show evidence of training within all nine Lead Evaluator training criteria in order to receive District certification as a Lead Evaluator. Administrators must be certified by their Superintendent as a Lead Evaluator prior to concluding a teacher APPR and assigning a composite score.

New York State Education Department Regulations for Training:

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

Aligned Professional Development Date
Lead Evaluator Training with Shirley Hall 11/30/11
6.5 hours

Lead Evaluator Training with Shirley Hall 12/14/11
6.5 hours

Lead Evaluator Training with Shirley Hall 1/11/12
6.5 hours

Evidence Based Observation/inter-rater reliability practice at PDLT meeting 2/8/12
3 hours

2. Evidenced-based observation techniques that are grounded in research.

Aligned Professional Development Date
Lead Evaluator Training with Shirley Hall 11/30/11
6.5 hours

Lead Evaluator Training with Shirley Hall 12/14/11
6.5 hours

Lead Evaluator Training with Shirley Hall 1/11/12
6.5 hours

Evidence Based Observation/inter-rater reliability practice at PDLT meeting 2/8/12
3 hours

3. Application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of the Subpart.

Aligned Professional Development

Review of Power-Point on www.engageNY.org – Using Growth Score Results. All lead evaluators reviewed building data (MGP's for each reported subgroup). This is ongoing (monthly).
9/12/12 3 hours

4. Application and use of the State approved rubric selected by the District for use in evaluations, including training on the effective application of such rubrics to observe a teacher.

Aligned Professional Development Date
Lead Evaluator Training with Shirley Hall 11/30/11
6.5 hours

Lead Evaluator Training with Shirley Hall 12/14/11
6.5 hours

Lead Evaluator Training with Shirley Hall 1/11/12
6.5 hours

Evidence Based Observation/inter-rater reliability practice at PDLT meeting 2/8/12
3 hours

5. Application and use of any assessment tools that the school 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.

Aligned Professional Development

Administrators attended one of the two hour APPR training modules focused on Domain 4 this summer so that they develop at least the same level of understanding as their teachers regarding this domain and how it should be used to inform professional goal setting and the collection of evidence relative to those goals.
Offered 10 times throughout summer
2hrs

6. Application and use of any State-approved locally selected measures of student achievement used by the school district to evaluate its teachers.

Aligned Professional Development

Principals were part of the vetting process along with teacher leaders. They followed a tuning protocol to gage level of rigor and common assessments. August 17
6 hours

7. Use of the Statewide Instructional Reporting System.

Aligned Professional Development
Training on the Teacher of Record Verification process, and the rest of the reporting system ranging from Infinite Campus to

customized excel templates. 3/14, 5/9

4 hours

8. The scoring methodology utilized by the District to evaluate a teacher, 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 overall rating and their subcomponent ratings.

Aligned Professional Development

Principals were provided with this information at the combined faculty meetings facilitated by the APPR committee in June, reinforced at multiple District meetings in July –September. Professional development relative to SLO development occurred on August 17 and continues (on-going)
3/14, 5/9, 8/17
9 hours

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

Aligned Professional Development
Engage NY Webinar (5/16) and follow up (8/22) – Students with disabilities
ELL – "Study finds Grades Give Early Warning on ELL Dropouts" (9/12) 5/16, 8/22, 9/12

3 hours

LEAD EVALUATOR TRAINING TO EVALUATE PRINCIPALS: SUMMARY

10/18/11 - 6 hours - LEAF (MCClure/Murphy)
10/19/11 - 6 hours - LEAF (MCClure/Murphy)
11/22/11 - 3 hours - MultiDimensional Rubric (Admin. cabinet)
12/20/11 - 1.5 Marzano Rubric (Admin. cabinet)
3/3/12 - 5 hours (MCClure/Murphy)
3/13/12 - 5 hours (Gisell M-K)
3/27/12 - 1.5 hours (Gisell M-K)
5/16/12 - 1.5 hours - LEAF
8/1-8/2/12 - 9.5 hours Hargreaves, McClure
7/24/12 - 1 hour ELL students - article and discussion and action steps
8/28/12 - 30 minutes - Growth Scores
9/10/12 - 1 hour - Growth Scores
9/12/12 - 3 hours - Standards
9/13/12 - 2 hours - Growth Scores

DETAIL

Certification for Principal (Lead) Evaluators
2011-2012
Principal (Lead) Evaluators must show evidence of training within all nine Lead Evaluator training criteria in order to receive District certification as a Lead Evaluator. Administrators must be certified by their Superintendent as a Lead Evaluator prior to concluding a principal APPR and assigning a composite score.

New York State Education Department Regulations for Training:

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

Aligned Professional Development Date
Joe Murphy; 12 hours; Price Ward, Pero, Thielking 10/18-10/19/11

Hargreaves McClure; 9 ½ hours; Price, Pero 8/2-8/3/12

2. Evidenced-based observation techniques that are grounded in research.

Aligned Professional Development Date
Joe Murphy; 12 hrs.; Price, Ward, Pero, Thielking 10/18-10/19/11

Joe Murphy; 5 hrs.; Price, Pero 3/3/12

3. Application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of the Subpart.

Aligned Professional Development Date
COT (Central Office Team); ½ hr. 8/28/12

COT; 1 hr. 9/10/12
COT; 2 hr.s 9/13/12

Form: Principal Evaluator B
Page 2

4. Application and use of the State approved rubric selected by the District for use in evaluations, including training on the effective application of such rubrics to observe a principal.

Aligned Professional Development Date
Murphy 10/18-10/19/11

Multidimensional Rubric; 3 hrs.; Ward, Price 11/22/11

Marzano; 1/1/2 hrs. 12/20/11

Murphy; 5 hrs. 3/3/12

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

Aligned Professional Development Date
Murphy 10/18-10/19/11

Murphy 3/3/12

Gisell Martin Kniep; 5 hrs. 3/13/12

6. Application and use of any State-approved locally selected measures of student achievement used by the school district to evaluate its principals.

Aligned Professional Development Date

APPR Negotiating Team(s) 8 hrs 5/18/12, 5/22/12, 7/19/12, 8/14/12

Form: Principal Evaluator B
Page 3

7. Use of the Statewide Instructional Reporting System.

Aligned Professional Development Date

Ongoing

8. The scoring methodology utilized by the District to evaluate a principal, 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 principal's overall rating and their subcomponent ratings.

Aligned Professional Development Date
PDLT (Pittsford District Leadership Team) 2 hrs. 9/12/12

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

Aligned Professional Development Date
LEAF; 1 ½ hrs.; SWD 5/16/12

Article; 1 hr.; ELL 7/12/12

As a district, we will go through a similar process as a above to certify and recertify lead evaluators. Annually, the district will use a portion of time for each of the 12 allocated Professional Development Days to ensure that all lead evaluators become re-certified. For newly hired administrators, they will be assigned a mentor to become newly certified and will follow similar training as specified above.

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, August 15, 2012
Updated Thursday, November 01, 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/5581/163430-3Uqgn5g9Iu/APPR Signature[1].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.

APPR Related Assessments

Art	State Growth/SLO assessment	Local 20 assessment
Grades 1-8	SLO based on writing prompt	Portfolio assessment – achvmt.
Studio Art	SLO based on writing prompt	District created final – achvmt.
AP Studio	Pre-assmt based on AP	Writing prompt - growth
All other electives (crafts, P & D, photography, graphics I)	SLO based on writing prompt	Portfolio assessment – achvmt.

Business	State Growth/SLO assessment	Local 20 assessment
Leadership Dev. Seminar	SLO based on writing prompt	Portfolio assessment
Virtual enterprise	SLO based on writing prompt	Final project – achvmt.
All other courses (accounting, adv. Microsoft applications, Business analysis, Bus. Dyn. I & II, Business Law, Entertainment & Hospitality, Principles of Mrktng. Financial Planning)	SLO based on writing prompt	Final local exam – achvmt.

ELA elementary (includes reading teachers)	State Growth/SLO assessment	Local 20 assessment
K-2	AIMSweb probe pre and post	Writing prompt -growth
Grade 3	Pre-assmt for state ELA	Reading/writing prompt - growth
Grade 4	State Growth Score	Reading/writing prompt - growth
Grade 5	State Growth Score	Reading/writing prompt - growth

ELA secondary	State Growth/SLO assessment	Local 20 assessment
Grades 6-8 (including reading)	State Growth Score	Portfolio assessment – achvmt.
Grades 9 and 10	Longitudinal essay	Portfolio assessment – achvmt.
English 11/11H	Pre-assmt for state ELA	Portfolio assessment – achvmt.
AP English 11 and 12	Pre-assmt for AP exam	Portfolio assessment – achvmt.
Public Speaking	Writing prompt	Final speech
All other electives (creative writing, humanities, Brit. Lit)	Longitudinal essay	Portfolio assessment – achvmt.

Library	State Growth/SLO assessment	Local 20 assessment
Grade 3	Tied to 3rd grade ELA pre/post	Local achievement measure
Grade 4	Tied to State ELA growth score	Local achievement measure
Grade 5	Tied to State ELA growth score	Local achievement measure
Grade 8	Tied to State ELA growth score	Local achievement measure
High School	Tied to 11th gr. ELA score	Local achievement measure

Math elementary	State Growth/SLO assessment	Local 20 assessment
K-2	AIMSweb probes	Local achievement measure
Grade 3	Pre-assmt for state Math	Local achievement measure
Grade 4	State growth score	Local achievement measure
Grade 5	State growth score	Local achievement measure

Math secondary	State Growth/SLO assessment	Local 20 assessment
Grades 6-8	State growth score	Local final or problem tasks – achvmt.
Integrated Algebra	Pre-assmt for regents exam	4 problem solving tasks – achvmt
Geometry	Pre-assmt for regents exam	4 problem solving tasks - achvmt
Algebra 2/Trig	Pre-assmt for regents exam	4 problem solving tasks - achvmt
AP Calculus – AB and BC	Pre-assmt for AP exam	4 problem solving tasks - achvmt
Geometry Part 1	Pre-test and local final	4 problem solving tasks – achvmt
Functions and Trig	Pre-test and local final	4 problem solving tasks – achvmt
PreCalculus	Pre-test and local final	4 problem solving tasks – achvmt

Music	State Growth/SLO assessment	Local 20 assessment
Grades 1-6 General Music	Listening/writing prompt	Local achievement measure
Grade 5 Instrumental Music	Listening/writing prompt	Local achievement measure
6-8 Instrumental Music	Listening/writing prompt	Local growth measure
High School Instrumental Music	Listening/writing prompt	Local growth measure
High School Vocal Music	Listening/writing prompt	Local achievement measure

PE/Health/FACS	State Growth/SLO assessment	Local 20 assessment
PE grades 3-5	Writing prompt	Local Achievement measure
PE grades 6-8	Writing prompt	Local Achievement measure
PE grades 9-12	Writing prompt	Local Achievement measure
Health 4/5	Writing prompt	Local Achievement measure
Health 6/8	Writing prompt	Local Achievement measure
Health 10	Writing prompt	Local Achievement measure
FACS 6/7	Writing prompt	Local Achievement measure

Science	State Growth/SLO assessment	Local 20 assessment
Grade 4	Pre-assmnt for NYS Science test	Writing prompt- growth
Grade 5	Writing prompt	Local assessment - achievement
Grades 6 & 7	Writing prompt	Local final - achievement
Grade 8	Pre-assmnt for NYS Science test	Writing prompt- growth
Earth Science	Pre-assmt for regents	Writing prompt - growth
Biology	Pre-assmt for regents	Writing prompt – growth
Chemistry	Pre-assmt for regents	Writing prompt – growth
Physics	Pre-assmt for regents	Writing prompt – growth
AP Bio, Chem, Environmental	Pre-assmt for AP exam	Writing prompt – growth

Oceanography	Writing prompt	Final project - acheivement
Social Studies	**State Growth/SLO assessment**	**Local 20 assessment**
Grade 6	Writing prompt	Local final exam - achievement
Grades 7 & 8	Writing prompt	Local final DBQ - achievement
Global History I	Writing prompt	Local final exam - achievement
Global History II	Pre-assmt for regents	Writing prompt - growth
US History	Pre-assmt for regents	Writing prompt - growth
AP European	Pre-assmt for AP exam	Writing prompt - growth
AP US History	Pre-assmt for AP exam	Writing prompt - growth
AP Psychology	Pre-assmt for AP exam	Writing prompt – growth
Economics	Writing prompt	Local final exam – achievement
PIG	Writing prompt	Local final exam – achievement
AP Economics	Pre-assmt for AP exam	Writing prompt – growth
AP Government	Pre-assmt for AP exam	Writing prompt - growth

Speech/Language	**State Growth/SLO**	**Local 20 assessment**
Comm Res MS & HS – vocabulary	Vocabulary assessment	Local Achievement measure

Technology	**State Growth/SLO**	**Local 20 assessment**
DDP	Writing prompt	PLTW exam - achievement
Principles of Engineering	Writing prompt	PLTW exam – achievement
Civil Eng and Architecture	Writing prompt	Final project – achievement
Communication Systems	Writing prompt	Final project – achievement
Eng. Design and Development	Writing prompt	Final project – achievement
Automotives I and II	Writing prompt	Local final exam - achievement
7th and 8th grade technology	Writing prompt	Final project - achievement

World Languages	**State Growth/SLO**	**Local 20 assessment**
Grades 6-8 Latin	Writing prompt	Local final exam - achievement
Grades 6-8 Spanish	Writing prompt	Local final exam - achievement
Grades 6-8 French	Writing prompt	Local final exam - achievement
Latin 1, 2 and 3	Writing prompt	Local final exam - achievement
AP Latin	Pre-assmt for AP exam	Writing prompt – growth
Spanish 9, 2, 3/3H, 4/4H, 5	Writing prompt	Local final exam - achievement
French 2, 3/3H, 4/5	Writing prompt	Local final exam – achievement
AP French	Pre-assmt for AP exam	Writing prompt - growth

Form 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	AP Lit/Comp	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party x○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Pittsford Locally Developed Grades 11 and 12 Assessment
	AP Lang / Comp	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party x○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Pittsford Locally Developed Grades 11 and 12 Assessment

	Creative Writing	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party x○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Pittsford Locally Developed Grades 11 and 12 Assessment
	Humanities	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Public Speaking	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Survey of Brit Lit H	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	AP Latin	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment

	French 2	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 10 and 11 Assessment
	French 3	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	French 3H	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	French 4	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Latin 1	5) District/regional/BOCES–developed	Pittsford Locally Developed Grade 9 Assessment
	Latin 2	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 9 and 10 Assessment
	Latin 3	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Spanish 10 H	5) District/regional/BOCES–developed	Pittsford Locally Developed Grade 10 Assessment

	Spanish 10/3	5) District/regional/BOCES–developed	Pittsford Locally Developed Grade 10 Assessment
	Spanish 2	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 10 and 11 Assessment
	Spanish 4	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Spanish 5	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Spanish 9	5) District/regional/BOCES–developed	Pittsford Locally Developed Grade 9 Assessment
	AP Calculus AB	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	AP Calculus BC	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	AP Statistics	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment

	Functions and Trig	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Pre-Calculus	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Pre-Calculus H	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Chamber Orchestra	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 10, 11 and 12 Assessment
	Concert Band	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 10, 11 and 12 Assessment
	Concert Choir	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 10, 11 and 12 Assessment
	Symphony Orchestra	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 10, 11 and 12 Assessment
	Wind Ensemble	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 10,

			11 and 12 Assessment
	Women's Chorale	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 10, 11 and 12 Assessment
	AP Biology	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 10, 11 and 12 Assessment
	AP Chemistry	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	AP Environmental Science	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Oceanography	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Earth Science SC	5) District/regional/BOCES–developed	Pittsford Locally Developed Grade 9 Assessment
	AP Economics	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment

	AP Euro History	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	AP Psychology	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	AP US History	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Participation in Government	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Automotives 1	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 10 and 11 Assessment
	Automotives 2	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Civil Engineering	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	DDP	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 9 and 10 Assessment

	Engine Design	5) District/regional/BOCES–developed	
	Transportation Systems	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Comm. Resource	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment
	Phys. Ed. 9/10	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 9 and 10 Assessment
	Phys. Ed. 11/12	5) District/regional/BOCES–developed	Pittsford Locally Developed Grades 11 and 12 Assessment

APPR Related Assessments – Below is a breakdown of Assessments for Local and Growth. I have listed the entire spreadsheet as for the local assessment some teachers selected achievement measures while others selected growth measures.

Art	State Growth/SLO assessment	Local 20 assessment
Grades 1-8	SLO based on writing prompt	Portfolio assessment – achvmt.
Studio Art	SLO based on writing prompt	District created final – achvmt.
AP Studio	Pre-assmt based on AP	Writing prompt - growth
All other electives (crafts, P & D, photography, graphics I)	SLO based on writing prompt	Portfolio assessment – achvmt.

Business	State Growth/SLO assessment	Local 20 assessment
Leadership Dev. Seminar	SLO based on writing prompt	Portfolio assessment
Virtual enterprise	SLO based on writing prompt	Final project – achvmt.
All other courses (accounting, adv. Microsoft applications, Business	SLO based on writing prompt	Final local exam – achvmt.

analysis, Bus. Dyn. I & II, Business Law, Entertainment & Hospitality, Principles of Mrktng. Financial Planning)		

ELA elementary (includes reading teachers)	State Growth/SLO assessment	Local 20 assessment
K-2	AIMSweb probe pre and post	Writing prompt -growth
Grade 3	Pre-assmt for state ELA	Reading/writing prompt - growth
Grade 4	State Growth Score	Reading/writing prompt - growth
Grade 5	State Growth Score	Reading/writing prompt - growth

ELA secondary	State Growth/SLO assessment	Local 20 assessment
Grades 6-8 (including reading)	State Growth Score	
Grades 9 and 10	Longitudinal essay	Portfolio assessment – achvmt.
English 11/11H	Pre-assmt for state ELA	Portfolio assessment – achvmt.
AP English 11 and 12	Pre-assmt for AP exam	Portfolio assessment – achvmt.
Public Speaking	Writing prompt	Final speech
All other electives (creative writing, humanities, Brit. Lit)	Longitudinal essay	Portfolio assessment – achvmt.

Library	State Growth/SLO assessment	Local 20 assessment
Grade 3	Tied to 3rd grade ELA pre/post	Local achievement measure
Grade 4	Tied to State ELA growth score	Local achievement measure
Grade 5	Tied to State ELA growth score	Local achievement measure
Grade 8	Tied to State ELA growth score	Local achievement measure
High School	Tied to 11th gr. ELA score	Local achievement measure

Math elementary	State Growth/SLO assessment	Local 20 assessment
K-2	AIMSweb probes	Local achievement measure
Grade 3	Pre-assmt for state Math	Local achievement measure
Grade 4	State growth score	Local achievement measure
Grade 5	State growth score	Local achievement measure

Math secondary	State Growth/SLO assessment	Local 20 assessment
Grades 6-8	State growth score	Local final or problem tasks – achvmt.
Integrated Algebra	Pre-assmt for regents exam	4 problem solving tasks –

		achvmt
Geometry	Pre-assmt for regents exam	4 problem solving tasks - achvmt
Algebra 2/Trig	Pre-assmt for regents exam	4 problem solving tasks - achvmt
AP Calculus – AB and BC	Pre-assmt for AP exam	4 problem solving tasks - achvmt
Geometry Part 1	Pre-test and local final	4 problem solving tasks – achvmt
Functions and Trig	Pre-test and local final	4 problem solving tasks – achvmt
PreCalculus	Pre-test and local final	4 problem solving tasks – achvmt

Music	**State Growth/SLO assessment**	**Local 20 assessment**
Grades 1-6 General Music	Listening/writing prompt	Local achievement measure
Grade 5 Instrumental Music	Listening/writing prompt	Local achievement measure
6-8 Instrumental Music	Listening/writing prompt	Local growth measure
High School Instrumental Music	Listening/writing prompt	Local growth measure
High School Vocal Music	Listening/writing prompt	Local achievement measure

PE/Health/FACS	**State Growth/SLO assessment**	**Local 20 assessment**
PE grades 3-5	Writing prompt	Local Achievement measure
PE grades 6-8	Writing prompt	Local Achievement measure
PE grades 9-12	Writing prompt	Local Achievement measure
Health 4/5	Writing prompt	Local Achievement measure
Health 6/8	Writing prompt	Local Achievement measure
Health 10	Writing prompt	Local Achievement measure
FACS 6/7	Writing prompt	Local Achievement measure

Science	**State Growth/SLO assessment**	**Local 20 assessment**
Grade 4	Pre-assmnt for NYS Science test	Writing prompt- growth
Grade 5	Writing prompt	Local assessment - achievement
Grades 6 & 7	Writing prompt	Local final - achievement
Grade 8	Pre-assmnt for NYS Science test	Writing prompt- growth
Earth Science	Pre-assmt for regents	Writing prompt - growth
Biology	Pre-assmt for regents	Writing prompt – growth
Chemistry	Pre-assmt for regents	Writing prompt – growth
Physics	Pre-assmt for regents	Writing prompt – growth

AP Bio, Chem, Environmental	Pre-assmt for AP exam	Writing prompt – growth
Oceanography	Writing prompt	Final project - acheivement
Social Studies	**State Growth/SLO assessment**	**Local 20 assessment**
Grade 6	Writing prompt	Local final exam - achievement
Grades 7 & 8	Writing prompt	Local final DBQ - achievement
Global History I	Writing prompt	Local final exam - achievement
Global History II	Pre-assmt for regents	Writing prompt - growth
US History	Pre-assmt for regents	Writing prompt - growth
AP European	Pre-assmt for AP exam	Writing prompt - growth
AP US History	Pre-assmt for AP exam	Writing prompt - growth
AP Psychology	Pre-assmt for AP exam	Writing prompt – growth
Economics	Writing prompt	Local final exam – achievement
PIG	Writing prompt	Local final exam – achievement
AP Economics	Pre-assmt for AP exam	Writing prompt – growth
AP Government	Pre-assmt for AP exam	Writing prompt - growth

Speech/Language	**State Growth/SLO**	**Local 20 assessment**
Comm Res MS & HS – vocabulary	Vocabulary assessment	Local Achievement measure

Technology	**State Growth/SLO**	**Local 20 assessment**
DDP	Writing prompt	PLTW exam - achievement
Principles of Engineering	Writing prompt	PLTW exam – achievement
Civil Eng and Architecture	Writing prompt	Final project – achievement
Communication Systems	Writing prompt	Final project – achievement
Eng. Design and Development	Writing prompt	Final project – achievement
Automotives I and II	Writing prompt	Local final exam - achievement
7th and 8th grade technology	Writing prompt	Final project - achievement

World Languages	**State Growth/SLO**	**Local 20 assessment**
Grades 6-8 Latin	Writing prompt	Local final exam - achievement
Grades 6-8 Spanish	Writing prompt	Local final exam - achievement
Grades 6-8 French	Writing prompt	Local final exam - achievement
Latin 1, 2 and 3	Writing prompt	Local final exam - achievement
AP Latin	Pre-assmt for AP exam	Writing prompt – growth
Spanish 9, 2, 3/3H, 4/4H, 5	Writing prompt	Local final exam - achievement
French 2, 3/3H, 4/5	Writing prompt	Local final exam – achievement
AP French	Pre-assmt for AP exam	Writing prompt - growth

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	
Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject. **Please note: We believe form 3.12 has incorrect ranges and that they should reflect HEDI Ranges from Application specific to classes that do not have a state assessment connected to them as follows: In the event that there is not an error – the second column reflects 15 points** **H – (18-20)** **E – (9-17)** **D – (3-8)** **I – (0-2)**	98-100% of students exceed goal - 20 points 94-97% of students meet goal - 19 points 90-93% of students meet goal - 18 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. **Please note: We believe form 3.12 has incorrect ranges and that they should reflect HEDI Ranges from Application specific to classes that do not have a state assessment connected to them as follows:** **H – (18-20)** **E – (9-17)** **D – (3-8)** **I – (0-2)**	89% of students meet goal - 17 points 88% of students meet goal - 16 points 87% of students meet goal - 15 points 86% of students meet goal - 14 points

	85% of students meet goal - 13 points 81-84% of students meet goal - 12 points 80% of students meet goal - 11 points 76-79% of students meet goal - 10 points 75% of students meet goal - 9 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. **Please note: We believe form 3.12 has incorrect ranges and that they should reflect HEDI Ranges from Application specific to classes that do not have a state assessment connected to them as follows:** **H – (18-20)** **E – (9-17)** **D – (3-8)** **I – (0-2)**	74% of students meet goal - 8 points 72-73% of students meet goal - 7 points 70-71% of students meet goal - 6 points 68-69% of students meet goal - 5 points 66-67% of students

	meet goal - 4 points 65% of students meet goal - 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. **Please note: We believe form 3.12 has incorrect ranges and that they should reflect HEDI Ranges from Application specific to classes that do not have a state assessment connected to them as follows:** **H – (18-20)** **E – (9-17)** **D – (3-8)** **I – (0-2)**	60-64% of students meet goal - 2 points 50-59% of students meet goal - 1 point 49 % or below - 0 points

Form 4.2) Points within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

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

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
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	20

APPR Tenured Teachers

School Year _____ Teacher _____ Lead Evaluator _____

Common Local	NYS Assessments or SLO	Classroom Observations Domains 1-3	Professional Responsibilities Domain 4	Professional Plan	NYS Overall Composite Score	NYS Identified Levels
0-20	0-20	0-32	0-12	0-16	0-64	Ineffective
					65-74	Developing
					75-90	Effective
					91-100	H. Effective

Common Local Assessment (Growth or Achievement)	/20 points
NYS Assessment or SLO Growth	/20 points
Announced Observation (Domains 1-3)	
Unannounced Observation (Domain 1-3)	
Evidence Based on Observations	/32 points
Professional Responsibilities (Domain 4)	/12 points
Professional Plan aligned to Reform Agenda/CAP	/16 points
Total Composite Score	/100 points

Teacher Signature _____ Date _____

Lead Evaluator Signature _____ Date _____

Principal Signature _____ Date _____

APPR Non-Tenured

School Year _____ Teacher _____ Lead Evaluator _____

Common Local	NYS Assessments or SLO	Classroom Observations (Domains 1-3)	Summative (Domains 1-4)	Professional Plans (2)	NYS Overall Composite Score	NYS Identified Levels
0-20 Local Assessment Test Bank	**0-20**	**0-40**	**0-12**	**8**	**0-64**	**Ineffective**
					65-74	**Developing**
					75-90	**Effective**
					91-100	**H. Effective**

Common Local	/20 points
NYS Assessment	/20 points
Announced Observation #1 (Domains 1-3)	
Announced Observation #2 (Domains 1-3)	
Unannounced Observation (Domains 1-3)	
Evidence Based Observations	/40 points
Summative - (Domain 1-4)	/12 points
Professional Plan – Cap/Building Goal	/4 points
Professional Plan – Danielson Framework (Domain 1-4)	/4 points
Total Composite Score	/100 points

Teacher Signature _____ Date _____

Lead Evaluator Signature _____ Date _____

Principal Signature _____ Date _____

Principal Rubric Conversion Chart

Total Average Rubric Score	Category	Conversion Score for composite
Ineffective 0-54		
1		0
1.1		14
1.2		28
1.3		41
1.4		54
Developing 55-56		
1.5		55
1.6		55.2
1.7		55.4
1.8		55.6
1.9		55.8
2.0		56
2.1		56.1
2.2		56.2
2.3		56.3
2.4		56.4
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3.0		58
3.1		58.1
3.2		58.2
3.3		58.3
3.4		58.4
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		59.9
4.0		60

Multidimensional Principal Performance Rubric

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Culture[1] *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	claims to have a vision and mission for the school, but keeps it private	identifies the school's vision and mission, and makes them public	**collaborates** with key stakeholders in the school **to develop and implement a shared vision and mission for learning**	engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision[2] and mission for learning
	school vision and mission are unrelated to the district vision and mission	school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought	school vision and mission aligns with the vision and mission of the district	school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide
	disregards the need to use the school's vision and mission to guide goals, plans and actions	refers to the school vision and mission as a document unconnected to programs, policies or practices	explicitly links the school's vision and mission to programs and policies	uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision-making
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	assumes that the school's improvement is either an event or the responsibility of a single individual	provides selected staff with opportunities to discuss school improvement efforts	has a process and structure in place for organizational improvement and uses it to assess the school	uses and regularly evaluates strategic processes and structures to **promote the school's continuous and sustainable improvement**

[1] In the electronic version, Culture is hyperlinked to an input PowerPoint.
[2] In the electronic version, shared vision is hyperlinked to an annotated shared visioning activity.

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Multidimensional Principal Performance Rubric

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	acknowledges the need for communication and collaboration	considers proposals for collaborative structures and projects	supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice	establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice
	provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals	encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design	develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)	**nurtures and sustains a culture of collaboration, trust, learning, and high expectations** by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice
	creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures	creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	**creates a personalized and motivating learning environment for students** in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures	engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful,[3] relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways

[3] In the electronic version, *meaningful* will hyperlink to an activity on engagement and meaningfulness

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Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*	promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts	establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning	**creates a comprehensive, rigorous, and coherent curricular program** that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks	engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question
	maintains a hands off approach to instruction	provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"	**supervises instruction** and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work	supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning
	initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	**maximizes time spent on quality instruction** by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them

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Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*	assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students is unaware of effective and appropriate technologies available	invests in activities that promote the development of a select group of leaders provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences	**develops the instructional and leadership capacity of staff** **promotes the use of the most effective and appropriate technologies to support teaching and learning** and ensures that necessary resources are available	develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization
Sustainability[4] *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	uses "accountability" to justify a system that links student achievement with accolades and blame	assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other	**develops assessment and accountability systems to monitor student progress**, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.

[4] In the electronic version, *Sustainability* will hyperlink to a PowerPoint providing input on Sustainability.

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	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Strategic Planning Process: **monitoring/inquiry** *(the implementation and stewardship of goals, decisions and actions)*	judges the merit of the instructional program based on what is used by others	evaluates the impact of the instructional program based on results of standardized assessments	gathers input from staff and surveys students as well as formal assessment data as part of process to **monitor and evaluate the impact of the instructional program**	provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement

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Multidimensional Principal Performance Rubric

Domain 3 – Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Capacity Building *(developing potential and tapping existing internal expertise to promote learning and improve practice)*	obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need	obtains human, fiscal and technological resources and allocates them without an apparent plan	**obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources**	considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs
	considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others	shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability	**develops the capacity for distributed leadership** by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	**promotes and protects the welfare and safety of students and staff**	engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls

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Multidimensional Principal Performance Rubric

Domain 3 (cont.)

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	avoids engaging with management or operations systems	**monitors and evaluates the management and operational systems**	monitors, evaluates and revises management and operational systems	establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement
Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*	allocates time as required to comply with regulations and mandates	schedules time outside of the typical school day for teachers to support instruction and learning	**ensures teacher and organizational time is focused to support quality instruction and student learning**	engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning

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Multidimensional Principal Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Strategic Planning Process: Inquiry *(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)*	makes decisions about whether or not to change the educational environment based on own impressions and beliefs	**collects and analyzes data and information pertinent to the educational environment**	collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	considers the community as separate from the school	provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects	**promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources** through diverse activities	engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	identifies lack of family and caregiver involvement as a key explanation for lack of achievement	takes actions intended to increase family and caregiver support for the school	**builds and sustains positive relationships with families and caregivers**	builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts

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Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	associates "accountability" with threats and blame for students' academic and social difficulties	focuses on accountability for academic and social success of students whose test results threaten the school's standing	**ensures a system of accountability for every student's academic and social success**	enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success
	makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.	makes decisions and takes actions without considering consequences, dealing with them if and when they occur	**considers and evaluates the potential moral and legal consequences of decision-making**	engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good
	blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders	assumes responsibility for decisions and actions related to mandates	assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility	promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs

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	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others	proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others	**models principles of self-awareness, reflective practice, transparency, and ethical behavior**	engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them
	pays lip service to values related to democracy, equity and diversity	holds others accountable for upholding the values of democracy, equity and diversity	**safeguards the values of democracy, equity, and diversity**	provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity
	implements strategies that group and label students with specific needs, isolating them from the mainstream	asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	**promotes social justice and ensures that individual student needs inform all aspects of schooling**	creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions

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Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	appears unaware of decisions affecting student learning made outside of own school or district	reacts to district, state and national decisions affecting student learning	**acts to influence local, district, state, and national decisions affecting student learning,** within and beyond their own school and district	engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning
	waits to be told how to respond to emerging trends or initiatives	continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	**assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies**	draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements
Culture *(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	advocates for self and own interests	advocates for selected causes	**advocates for children, families, and caregivers**	guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another

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Multidimensional Principal Performance Rubric

Other: Goal Setting and Attainment

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Uncovering Goals • Align • Define	"does" goal setting in order to be in compliance with mandates or regulations	completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning	engages in the goal setting process as part of own professional improvement as related to improving student learning	embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision
	operates from own opinion and perceptions without attending to vision and data	considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision	works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment	engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment
	extracts goals from own interests	establishes goals that focus on improving teacher practice, and academic results and/or school learning environment	creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning	generates goals that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning
	goals are isolated action steps, unaligned to a goal that can actually be worked toward	goals are broad, general, aspirational statements that are too big to be assessed	goals are stated in ways that allow progress toward them to be assessed	goals are expressed in statements that are both actionable and measurable

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Multidimensional Principal Performance Rubric

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning[5] • Prioritize • Strategize	considers goals in no special order	prioritizes goals based on own interests	prioritizes goals by considering what can be gained by pursuing each	prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-a-vis others
	changes commitment to goals as new ones emerge	relies on own perspective to assert the importance and alignment of identified goals	uses superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision and needs	uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs
	lists generic strategies that could apply to a variety of goals	lists strategies that will be used to accomplish goals identified	articulates strategies supporting actions, and reasons for selecting them	articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions[6] related to each, and evidence of strategy's impact.
	states the benefits of attaining the goal(s)	describes, in general terms, what successful goal attainment will look like and accomplish	identifies anticipated specific measures of success for each goal	describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between current reality and the vision

[5] In this electronic version, *Strategic Planning* will hyperlink to a scaffolded, strategic planning worksheet.
[6] In the electronic version, *implementation intentions* will be a hyperlinked definition with examples.

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	Ineffective 1	**Developing** 2	**Effective** 3	**Highly Effective** 4
Taking Action • Mobilize • Monitor • Refine	refers in general to working toward goals, but is unable to articulate related steps or strategies	identifies a series of individual actions for each goal without specifying whether the goals are long or short term	creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term	designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies
	speaks about taking actions, but has trouble committing and getting started	implements the action plan quietly and privately	implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well	shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning
	changes goals to better match what is currently happening or uses what is happening to rationalize giving up	adjusts goals and actions based on instinct and self-perceptions	monitors and refines goals and/or action steps, based on formative assessment of evidence collected	seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan

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Evaluating Attainment • Document o Insights o Accomplishments o New questions o Implications for moving forward • Next steps	documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement	sporadically documents thinking related to key moments, obstacles or achievements	periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise	throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences
	categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work	evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved	evaluates goals and goal attainment by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision	taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning
	dismisses the possibility of using goals to define next steps	considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve	determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements	engages stakeholders[7] in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision

[7] In the electronic version, stakeholders would be a hyperlink to a definition and stakeholder identification activity.

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Pittsford Central School District
Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.

2. Specific improvement goal/outcome statements.

3. Specific improvement action steps/activities.

4. A reasonable timeline for achieving improvement.

5. Required and accessible resources to achieve goal.

6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year; the first by the end of December and the second by the end of March. A written summary of feedback on progress shall be given within 5 business days of each meeting.

7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.

8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Such plan will not be implemented without an opportunity for the principal to confer directly with the Superintendent.

Principal Improvement Plan

Name of Principal _____

School Building _____Academic Year _____

Deficiency or deficiencies that promulgated the “ineffective” or “Developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a summary of progress towards improvement, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

TEACHER IMPROVEMENT PLANS (TIP)

The Teacher Improvement Plan (TIP) is designed to provide support through communication, discussion and collaboration in identified areas of significant concern. When a teacher receives a rating of "developing" or "ineffective" through an annual professional performance review, a Teacher Improvement Plan will be developed and implemented. A TIP must be implemented no later than 10 days after the date on which teachers are required to report prior to opening of classes for the school year. The TIP will define specific standards-based goals that a teacher must make progress toward attaining within a specific period of time.

The TIP will include:

- **The identification of areas that need improvement**
- **Differentiated activities to support improvements in these areas**
- **A timeline for achieving improvement**
- **The manner in which achievement will be assessed**

The plan will clearly describe the professional learning activities that the teacher must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan will be described and will include items such as lessons, student work, or unit plans. The additional assistance and support that the teacher will receive will be clearly stated in the TIP.

During the final stage of the improvement plan, the teacher will meet with their supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

Teacher Improvement Plan Review

Teacher Name_____

Date of Initial Meeting _____
Date to begin Plan _____
Timeline for Completion _____

Improvement Plan Criteria

- ❑ 1. Teacher is notified of the need for improvement during the school year or at the summative conference.
- ❑ 2. Lead Evaluator identifies the specific behavior, performance or techniques in need of improvement using the components within the Danielson Rubric.
- ❑ 3. Lead Evaluator and teacher will jointly create specific standards-based goals that the teacher must make progress toward attaining.
- ❑ 4. Lead Evaluator will identify the professional learning activities that the teacher must complete. Activities must be aligned to the goals.
- ❑ 5. Lead Evaluator and teacher will identify artifacts that will be used to assess improvement (lesson plans, unit plans, student work, etc..)
- ❑ 6. Lead Evaluator will identify any additional supports to assist the teacher towards improvement. Examples of supports could be: assigning a mentor/coach, observing other teachers, targeted professional literature (Enhancing Professional Practice), etc…
- ❑ 7. Lead Evaluator will establish a timetable for the required improvement in performance.
- ❑ 8. Lead Evaluator will meet with teacher twice monthly to provide feedback.
- ❑ 9. If a teacher demonstrates improvement and attainment of goals, he/she will no longer participate in the T.I.P. In the event that the teacher does not make sufficient improvement, the T.I.P will continue for a second year.

PCSD Teacher Improvement Plan

Teacher Name _____

Date of Initial Meeting _____
Date to Begin Plan _____
Timeline for Completion _____

Specific Areas that are in need of improvement (use Danielson's Rubric – component level)

Component #1:
Component #2:
Component #3:

Specific Standards-Based Goals :

Goal #1:
Goal #2:
Goal #3:

Professional Activities to Complete:

1.
2.
3.

Artifacts to Assess Improvement

1.
2.
3.

Any additional supports to assist teacher:

1.
2.
3.

Meeting Dates to provide feedback and assess progress:

September	December	March
October	January	April
November	February	May

Teacher Signature _____

Date _____

Lead Evaluator Signature _____

Date _____

PCSD

Improvement Plan Monitoring

Teacher Name _____

Component in Need of Improvement	Date Discussed	Successfully Completed	In Progress

❑ **Plan Successfully Completed (Return to normal supervision)**

❑ **Plan Not Successfully Completed**

❑ **Continue Plan for Year 2**

_____

Lead Evaluator Signature **Date**

_____

Teacher Signature **Date**

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

Signatures, dates

Superintendent Signature: Date:

Mary Alice Price 10/30/12

Teachers Union President Signature: Date:

Jolene DiBrango 10/31/12

Administrative Union President Signature: Date:

11/1/12

Board of Education President Signature: Date: 10/31/12

Kevin J. McCluskie