



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

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Commissioner of Education  
President of the University of the State of New York  
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Albany, New York 12234

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March 10, 2014

Dr. James T. Langlois, Superintendent  
Putnam-Northern Westchester BOCES  
200 BOCES Drive  
Yorktown Heights, New York 10598

Dear Superintendent Langlois:

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. 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

**NOTE:**

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

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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 : 489000000000

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

489000000000

#### 1.2) School District Name: PUTNAM-NORTHERN WESTCHESTER BOCES

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

PUTNAM-NORTHERN WESTCHESTER BOCES

#### 1.3) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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

1.3) 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

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Re-submission to address deficiencies

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

Created Tuesday, April 30, 2013

Updated Friday, March 07, 2014

### 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, 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.	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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 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	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise

	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 measuring student growth on the assessments listed for this Task.

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.

After analysis of available baseline data, which may include pre-assessments administered during the fall, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the STAR Early Literacy Enterprise assessments (K-2) and the 3rd Grade State assessment. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will be assigned. All student scores will be averaged to determine the points to be earned by a teacher of record. HEDI Points (0-20) shall be

assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

\* "Approaching but not meeting target" and "exceeding the growth target" will be decided by the teacher, subject to the approval of the principal during the Fall. Regardless of the decision reached, the categories will be rigorous and comparable across classrooms.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The average class score is between 2.5 and 3.0 (See Table 2 in Section 2.11).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The average class score is between .91 and 2.4 (See Table 2 in Section 2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The average class score is between .60 and .90 (See Table 2 in Section 2.11).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The average class score is between .0 and .59 (See Table 2 in Section 2.11).

## 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	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise

	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 measuring student growth on the assessments listed for this Task.

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.

After analysis of available baseline data, which may include pre-assessments administered during the fall, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the STAR Early Literacy Enterprise assessments (K-2) and the 3rd Grade State assessment. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will be assigned.

All student scores will be averaged to determine the points to be earned by a teacher of record. HEDI Points (0-20) shall be assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

\* "Approaching but not meeting target" and "exceeding the growth target" will be decided by the teacher, subject to the approval of the principal during the Fall. Regardless of the decision reached, the categories will be rigorous and comparable across classrooms.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The average class score is between 2.5 and 3.0 (See Table 2 in Section 2.11).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The average class score is between .91 and 2.4 (See Table 2 in Section 2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The average class score is between .60 and .90 (See Table 2 in Section 2.11).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The average class score is between .0 and .59 (See Table 2 in Section 2.11).

## 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	Not applicable	N/A (6th Grade Teachers are Common Branch)
7	District, regional or BOCES-developed assessment	P/NW BOCES-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 measuring student growth on the assessments listed for this Task.

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.

After analysis of available baseline data, which may include pre-assessments administered during the fall, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the P/NW BOCES developed 7th Grade science post assessment and the 8th Grade State assessment, as applicable. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not

meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will be assigned. All student scores will be averaged to determine the points to be earned by a teacher of record. HEDI Points (0-20) shall be assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

\* "Approaching but not meeting target" and "exceeding the growth target" will be decided by the teacher, subject to the approval of the principal during the Fall. Regardless of the decision reached, the categories will be rigorous and comparable across classrooms.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The average class score is between 2.5 and 3.0 (See Table 2 in Section 2.11).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The average class score is between .91 and 2.4 (See Table 2 in Section 2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The average class score is between .60 and .90 (See Table 2 in Section 2.11).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The average class score is between .0 and .59 (See Table 2 in Section 2.11).

## 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	Not applicable	N/A (6th Grade Teachers are Common Branch)
7	District, regional or BOCES-developed assessment	P/NW BOCES-developed 7th Grade Social Studies assessment
8	District, regional or BOCES-developed assessment	P/NW BOCES-developed 8th Grade Social Studies assessment

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

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.

After analysis of available baseline data, which may include pre-assessments administered during the fall, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the P/NW BOCES developed post assessments. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will

be assigned. All student scores will be averaged to determine the points to be earned by a teacher of record. HEDI Points (0-20) shall be assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

\* "Approaching but not meeting target" and "exceeding the growth target" will be decided by the teacher, subject to the approval of the principal during the Fall. Regardless of the decision reached, the categories will be rigorous and comparable across classrooms.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The average class score is between 2.5 and 3.0 (See Table 2 in Section 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	The average class score is between .91 and 2.4 (See Table 2 in Section 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	The average class score is between .60 and .90 (See Table 2 in Section 2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The average class score is between .0 and .59 (See Table 2 in Section 2.11).

## 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	P/NW BOCES-developed Global 1 assessment

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

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

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.	After analysis of available baseline data, which may include pre-assessments administered during the fall, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the P/NW BOCES developed post assessment (Global 1) or regents assessments (Global 2 and
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American History). If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will be assigned. All student scores will be averaged to determine the points to be earned by a teacher of record. HEDI Points (0-20) shall be assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

\* "Approaching but not meeting target" and "exceeding the growth target" will be decided by the teacher, subject to the approval of the principal during the Fall. Regardless of the decision reached, the categories will be rigorous and comparable across classrooms.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The average class score is between 2.5 and 3.0 (See Table 2 in Section 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	The average class score is between .91 and 2.4 (See Table 2 in Section 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	The average class score is between .60 and .90 (See Table 2 in Section 2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The average class score is between .0 and .59 (See Table 2 in Section 2.11).

## 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	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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 measuring student growth on the assessments listed for this Task.

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.	After analysis of available baseline data, which may include pre-assessments administered during the fall, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of
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record's SLO(s) on the applicable regents assessments (Living Environment and Earth Science). If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will be assigned. All student scores will be averaged to determine the points to be earned by a teacher of record. HEDI Points (0-20) shall be assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

\* "Approaching but not meeting target" and "exceeding the growth target" will be decided by the teacher, subject to the approval of the principal during the Fall. Regardless of the decision reached, the categories will be rigorous and comparable across classrooms.

Note: P/NW BOCES does not offer either Chemistry or Physics Regents courses.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The average class score is between 2.5 and 3.0 (See Table 2 in Section 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	The average class score is between .91 and 2.4 (See Table 2 in Section 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	The average class score is between .60 and .90 (See Table 2 in Section 2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The average class score is between .0 and .59 (See Table 2 in Section 2.11).

## 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	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.

After analysis of available baseline data, which may include pre-assessments administered during the fall, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the applicable regents assessment. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will be assigned. All student scores will be averaged to determine the points to be earned by a teacher of record. HEDI Points (0-20) shall be assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

\* "Approaching but not meeting target" and "exceeding the growth target" will be decided by the teacher, subject to the approval of the principal during the Fall. Regardless of the decision reached, the categories will be rigorous and comparable across classrooms.

Note 1: Both the NYS Common Core Regents and the NYS Integrated Algebra Regents will be offered to students enrolled in Common Core courses. The higher of the two scores will be used in accordance with SED guidance, to the extent permitted by SED.

Note 2: P/NW BOCES does not offer Geometry or Algebra 2 Regents courses.

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

The average class score is between 2.5 and 3.0 (See Table 2 in Section 2.11).

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

The average class score is between .91 and 2.4 (See Table 2 in Section 2.11).

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

The average class score is between .60 and .90 (See Table 2 in Section 2.11).

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

The average class score is between .0 and .59 (See Table 2 in Section 2.11).

## 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	P/NW BOCES-developed 9th Grade ELA assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	P/NW BOCES-developed 10th Grade ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents assessment/NYS Common Core English 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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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.

After analysis of available baseline data, which may include pre-assessments administered during the fall, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the P/NW BOCES developed Grades 9 and 10 ELA assessments or the applicable Grade 11 ELA Regents assessment. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will be assigned. All student scores will be averaged to determine the points to be earned by a teacher of record. HEDI Points (0-20) shall be assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

\* "Approaching but not meeting target" and "exceeding the growth target" will be decided by the teacher, subject to the approval of the principal during the Fall. Regardless of the decision reached, the categories will be rigorous and comparable across classrooms.

Note: Both the NYS Comprehensive English Regents and the NYS Common Core English Regents will be offered to students enrolled in Common Core courses. The higher of the two scores will be used in accordance with SED guidance, to the extent permitted by SED.

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

The average class score is between 2.5 and 3.0 (See Table 2 in Section 2.11).

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

The average class score is between .91 and 2.4 (See Table 2 in Section 2.11).

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

The average class score is between .60 and .90 (See Table 2 in Section 2.11).

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

The average class score is between .0 and .59 (See Table 2 in Section 2.11).

## 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
All Career and Technical Education Classes	District, Regional or BOCES-developed	P/NW BOCES-developed course-specific assessments
Art and Physical Education Courses at Pines Bridge and Walden Learning Center	School/BOCES-wide/group/team results based on State	NYSAA
K-12 Self Contained, Alternately Assessed Courses	State Assessment	NYSAA
ESL	State Assessment	NYSESLAT
Self Contained special education, not age eligible for NYSAA assessments	District, Regional or BOCES-developed	P/NW BOCES-developed Grade Level and Course Specific performance based tasks aligned with the NYSAA (ELA and Math)
All Other Courses Not Named Above	District, Regional or BOCES-developed	P/NW BOCES-developed Grade Level and/or Course-specific assessments

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 measuring student growth on the assessments listed for this Task.

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.

All teachers of record who instruct within the Career and Technical Education Program will administer BOCES developed content area specific pre-assessments at the beginning of the interval of instruction, and after analysis of available baseline data, each teacher of record will establish individualized growth targets for the students enrolled in the course, subject to approval of the applicable Career Academy Principal, in consultation with the Director of Career & Technical Education (CTE), as necessary. HEDI Points (0-20) will be assigned to these teachers based upon the percentage of students belonging to the teacher of record who meet or exceed their respective growth targets. See Table 1 uploaded in section 2.11.

A school wide score will be received by all art and physical education teachers of record at Pines Bridge and the Walden Learning Center based upon the percentage of all NYSAA assessed students within the program who meet or exceed their individualized growth targets on the NYSAA grade-level specific assessments. Student growth targets will be established by the teacher of record for each student after analysis of available baseline data, including pre-assessment results, subject to approval of the lead evaluator, with the ultimate approval authority vested in the District Superintendent or designee. HEDI Points (0-20) will be assigned to these teachers based upon the school wide percentage of students who meet or exceed their growth targets. See Table 1 uploaded in section 2.11.

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For all Special Education teachers of record whose students sit for the respective grade level NYSAA assessments, after analysis of available baseline data, including pre-assessments, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all of his/her students the New York State Alternate Assessments, respectively. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will be assigned. HEDI Points (0-20) shall be assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11. A HEDI rating (0-20 points) shall be assigned to each teacher based upon student performance on the NYSAA, respectively, which will be weighted proportionately based on the number of students assessed in each content area to arrive at the final HEDI rating.

For teachers of record of students who take the NYSESLAT, the NYSESLAT shall be used to measure student growth. After analysis of available baseline data, which may include pre-assessments administered during the beginning of the interval of instruction, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the NYSESLAT. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will be assigned. All student scores will be averaged to determine the points to be earned by a teacher of record. HEDI Points (0-20) shall be assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

For all Special Education teachers of record whose students are slated to be alternately assessed, but who are not NYSAA age eligible to sit for the NYSAA, after analysis of available baseline data, including pre-assessments, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all of his/her students on the P/NW BOCES-developed performance based tasks aligned with the NYSAA in ELA and Math. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth

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target, then 0 points will be assigned. HEDI Points (0-20) shall be assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. A HEDI rating (0-20 points) shall be assigned to each teacher based upon the student results on the above-named assessments. See Table 2 uploaded in Section 2.11.

For teachers of all other courses not mentioned above, P/NW BOCES developed grade level and/or course specific assessments shall be used to measure student growth. After analysis of available baseline data, which may include pre-assessments administered during the beginning of the interval of instruction, individualized student growth targets shall be established by each teacher of record, subject to approval by the lead evaluator, with the ultimate authority vested in the District Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the applicable P/NW BOCES developed grade level and/or course specific post assessment. If a student exceeds the growth target, then 3 points will be assigned. If a student meets the growth target, then 2 points will be assigned. If a student approaches but does not meet the growth target\*, then 1 point will be assigned. If a student does not approach the growth target, then 0 points will be assigned. HEDI Points (0-20) shall be assigned to each teacher based upon the average score obtained by his/her students and the extent to which the individualized student growth targets are met. See Table 2 uploaded in Section 2.11.

\* "Approaching but not meeting target" and "exceeding the growth target" will be decided by the teacher, subject to the approval of the principal during the Fall. Regardless of the decision reached, the categories will be rigorous and comparable across classrooms.

Note: Normal rounding rules will apply for the weighted scores of the Special Education measures referenced above.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80-100% of the students meet or exceed their growth targets (See Table 1 in Section 2.11).
	The average class score is between 2.5 and 3.0 (See Table 2 in Section 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	50-79% of the students meet or exceed their growth targets (See Table 1 in Section 2.11).
	The average class score is between .91 and 2.4 (See Table 2 in Section 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	26-49% of the students meet or exceed their growth targets (See Table 1 in Section 2.11).
	The average class score is between .60 and .90 (See Table 2 in Section 2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of the students meet or exceed their growth targets (See Table 1 in Section 2.11).
	The average class score is between .0 and .59 (See Table 2 in Section 2.11).

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/485199-TXEttx9bQW/Section 2.11 SLO Growth Tables for Teachers Revised 3.3.14.doc

## 2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

(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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, March 04, 2014

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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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

#### 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 7<sup>th</sup> grade math State assessment compared to those same students’ performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise

7	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>STAR Early Literacy Enterprise (Grade K-3) and STAR Reading Enterprise (Grades 4-8) shall be used to measure student growth based upon the School Wide results of all students tested with the STAR assessments within the special education program. Individual student growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance &amp; Child Study Center or the Assistant Director of Special Education and Guidance &amp; Child Study Center, whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets. A Table that contains all points that may be earned (0-20) is annexed hereto (See Table 1 uploaded in section 3.3). Upon the State's introduction of its value added growth measure, Table 2 in section 3.3 (0-15 points) shall be used for any teacher of record with a State provided growth score.</p> <p>Note: For the Grades 7 and 8 ELA teachers at the Fox Meadow School, the same measure as is set forth below for the Grades 7 and 8 Science and Social Studies teachers and Grades 9-12 teachers will be used (as opposed to the STAR assessments as these teachers instruct within a secondary building that houses students in Grades 7-12). Rigor and comparability will be maintained across classrooms, regardless of the measure utilized. See Section 3.12 below.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-100% of students meet their growth targets (see Section 3.3).</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50-79% of students meet their growth targets (see Section 3.3).</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>26-49% of students meet their growth targets (see Section 3.3).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-25% of students meet their growth targets (see Section 3.3).</p>

### 3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise

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.

STAR Early Literacy Enterprise (Grade K-3) and STAR Reading Enterprise (Grades 4-8) shall be used to measure student growth based upon the School Wide results of all students tested with the STAR assessments within the special education program. Individual student growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance & Child Study Center or the Assistant Director of Special Education and Guidance & Child Study Center, whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets. A Table that contains all points that may be earned (0-20) is annexed hereto (See Table 1 uploaded in section 3.3). Upon the State's introduction of its value added growth measure, Table 2 in section 3.3 (0-15 points) shall be used for any teacher of record with a State provided growth score.

Note: For the Grades 7 and 8 Math teachers at the Fox Meadow School, the same measure as is set forth below for the Grades 7 and 8 Science and Social Studies teachers and Grades 9-12 teachers will be used (as opposed to the STAR assessments as these teachers instruct within a secondary building that houses students in Grades 7-12). Rigor and comparability will be maintained across classrooms, regardless of the measure utilized. See Section 3.12 below.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students meet their growth targets (see Section 3.3).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-79% of students meet their growth targets (see Section 3.3).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-49% of students meet their growth targets (see Section 3.3).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students meet their growth targets (see Section 3.3).

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/478821-rhJdBgDruP/Section 3.3 20 and 15 point tables.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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
2	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise

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.	STAR Early Literacy Enterprise (Grade K-3) and STAR Reading Enterprise (Grades 4-8) shall be used to measure student growth based upon the School Wide results of all students tested with the STAR assessments within the special education program. Individual student growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance & Child
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Study Center or the Assistant Director of Special Education and Guidance & Child Study Center, whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets. A Table that contains all points that may be earned (0-20) is annexed hereto (See Table uploaded in section 3.13).

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students meet their growth targets (see Section 3.13).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-79% of students meet their growth targets (see Section 3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-49% of students meet their growth targets (see Section 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students meet their growth targets (see Section 3.13).

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
2	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise

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.	STAR Early Literacy Enterprise (Grade K-3) and STAR Reading Enterprise (Grades 4-8) shall be used to measure student growth based upon the School Wide results of all students tested with the STAR assessments within the special education program. Individual student growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program
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Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance & Child Study Center or the Assistant Director of Special Education and Guidance & Child Study Center, whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets. A Table that contains all points that may be earned (0-20) is annexed hereto (See Table uploaded in section 3.13).

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students meet their growth targets (see Section 3.13).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-79% of students meet their growth targets (see Section 3.13).
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	26-49% of students meet their growth targets (see Section 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students meet their growth targets (see Section 3.13).

### 3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
8	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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.	For the above-referenced teachers of record, the performance of all students who sit for tNYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments will be used as a School Wide measure of student growth. Individual growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making
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authority vested in the Director of Special Education and Guidance & Child Study Center or the Assistant Director of Special Education and Guidance & Child Study Center, whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets on the above-named Regents Examinations. A Table that contains all points that may be earned (0-20) is annexed hereto (see section 3.13).

Note 1: The NYS Common Core English Regents and the NYS Common Core Algebra Regents will ultimately replace the NYS Comprehensive English and the NYS Integrated Algebra Regents in accordance with SED's phase-in of these assessments. The NYS Common Core English Regents will first be offered by the BOCES during the 2014-15 school year. If students enrolled in Common Core courses sit for both Regents in either ELA or Math (during a year that both Regents are permitted to be administered), the higher of the two scores will be utilized to determine whether a student has met his/her growth target for that content area Regents assessment, so long as permitted by SED. The NYS Common Core English and Common Core Algebra Regents shall replace the NYS Comprehensive English Regents and the NYS Integrated Algebra Regents when these exams are no longer offered by SED.

Note 2: These teachers instruct within a Grades 7-12 Building. Please also note that 6th Grade teachers are Common Branch teachers.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students meet their growth targets (see Section 3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-79% of students meet their growth targets (see Section 3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-49% of students meet their growth targets (see Section 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students meet their growth targets (see Section 3.13).

### 3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

8	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
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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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For the above-referenced teachers of record, the performance of all students who sit for the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments will be used as a School Wide measure of student growth. Individual student growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance &amp; Child Study Center or the Assistant Director of Special Education and Guidance &amp; Child Study Center, whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets on the above-named Regents Examinations. A Table that contains all points that may be earned (0-20) is annexed hereto (see section 3.13).</p> <p>Note 1: Note: The NYS Common Core English Regents and the NYS Common Core Algebra Regents will ultimately replace the NYS Comprehensive English and the NYS Integrated Algebra Regents in accordance with SED's phase-in of these assessments. The NYS Common Core English Regents will first be offered by the BOCES during the 2014-15 school year. If students enrolled in Common Core courses sit for both Regents in either ELA or Math (during a year that both Regents are permitted to be administered), the higher of the two scores will be utilized to determine whether a student has met his/her growth target for that content area Regents assessment, so long as permitted by SED. The NYS Common Core English and Common Core Algebra Regents shall replace the NYS Comprehensive English Regents and the NYS Integrated Algebra Regents when these exams are no longer offered by SED.</p> <p>Note 2: These teachers instruct within a Grades 7-12 Building. Please also note that 6th Grade teachers are Common Branch teachers.</p>
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students meet their growth targets (see Section 3.13).
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Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-79% of students meet their growth targets (see Section 3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-49% of students meet their growth targets (see Section 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students meet their growth targets (see Section 3.13).

### 3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
Global 2	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
American History	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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.	For the above-referenced teachers of record, the performance of all students who sit for the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments will be used as a School Wide measure of student growth. Individual student growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance & Child Study Center or the Assistant Director of
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Special Education and Guidance & Child Study Center, whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets on the above-named Regents Examinations. A Table that contains all points that may be earned (0-20) is annexed hereto (see section 3.13).

Note: The NYS Common Core English Regents and the NYS Common Core Algebra Regents will ultimately replace the NYS Comprehensive English and the NYS Integrated Algebra Regents in accordance with SED's phase-in of these assessments. The NYS Common Core English Regents will first be offered by the BOCES during the 2014-15 school year. If students enrolled in Common Core courses sit for both Regents in either ELA or Math (during a year that both Regents are permitted to be administered), the higher of the two scores will be utilized to determine whether a student has met his/her growth target for that content area Regents assessment, so long as permitted by SED. The NYS Common Core English and Common Core Algebra Regents shall replace the NYS Comprehensive English Regents and the NYS Integrated Algebra Regents when these exams are no longer offered by SED.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students meet their growth targets (see Section 3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-79% of students meet their growth targets (see Section 3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-49% of students meet their growth targets (see Section 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students meet their growth targets (see Section 3.13).

### 3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
Earth Science	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents

		assessments
Chemistry	Not applicable	Not Applicable (not administered)
Physics	Not applicable	Not Applicable (not administered)

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For the above-referenced teachers of record, the performance of all students who sit for the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments will be used as a School Wide measure of student growth. Individual student growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance &amp; Child Study Center or the Assistant Director of Special Education and Guidance &amp; Child Study Center, whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets on the above-named Regents Examinations. A Table that contains all points that may be earned (0-20) is annexed hereto (see section 3.13).</p>
	<p>Note 1: The NYS Common Core English Regents and the NYS Common Core Algebra Regents will ultimately replace the NYS Comprehensive English and the NYS Integrated Algebra Regents in accordance with SED's phase-in of these assessments. The NYS Common Core English Regents will first be offered by the BOCES during the 2014-15 school year. If students enrolled in Common Core courses sit for both Regents in either ELA or Math (during a year that both Regents are permitted to be administered), the higher of the two scores will be utilized to determine whether a student has met his/her growth target for that content area Regents assessment, so long as permitted by SED. The NYS Common Core English and Common Core Algebra Regents shall replace the NYS Comprehensive English Regents and the NYS Integrated Algebra Regents when these exams are no longer offered by SED.</p>
	<p>Note 2: P/NW BOCES does not offer Chemistry or Physics Regents courses.</p>

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

80-100% of students meet their growth targets (see Section 3.13).

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-79% of students meet their growth targets (see Section 3.13).
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-49% of students meet their growth targets (see Section 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students meet their growth targets (see Section 3.13).

### 3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
Geometry	Not applicable	Not Applicable (not administered)
Algebra 2	Not applicable	Not Applicable (not administered)

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.*

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.	For the above-referenced teachers of record, the performance of all students who sit for the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments will be used as a School Wide measure of student growth. Individual student growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance & Child Study Center or the Assistant Director of Special Education and Guidance & Child Study Center,
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whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets on the above-named Regents Examinations. A Table that contains all points that may be earned (0-20) is annexed hereto (see section 3.13).

Note 1: The NYS Common Core English Regents and the NYS Common Core Algebra Regents will ultimately replace the NYS Comprehensive English and the NYS Integrated Algebra Regents in accordance with SED's phase-in of these assessments. The NYS Common Core English Regents will first be offered by the BOCES during the 2014-15 school year. If students enrolled in Common Core courses sit for both Regents in either ELA or Math (during a year that both Regents are permitted to be administered), the higher of the two scores will be utilized to determine whether a student has met his/her growth target for that content area Regents assessment, so long as permitted by SED. The NYS Common Core English and Common Core Algebra Regents shall replace the NYS Comprehensive English Regents and the NYS Integrated Algebra Regents when these exams are no longer offered by SED.

Note 2: P/NW BOCES does not offer Geometry or Algebra 2 Regents courses.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students meet their growth targets (see Section 3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-79% of students meet their growth targets (see Section 3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-49% of students meet their growth targets (see Section 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students meet their growth targets (see Section 3.13).

### 3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

Grade 10 ELA	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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.*

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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.

For the above-referenced teachers of record, the performance of all students who sit for the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments will be used as a School Wide measure of student growth. Individual student growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance & Child Study Center or the Assistant Director of Special Education and Guidance & Child Study Center, whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets on the above-named Regents Examinations. A Table that contains all points that may be earned (0-20) is annexed hereto (see section 3.13).

Note: The NYS Common Core English Regents and the NYS Common Core Algebra Regents will ultimately replace the NYS Comprehensive English and the NYS Integrated Algebra Regents in accordance with SED's phase-in of these assessments. The NYS Common Core English Regents will first be offered by the BOCES during the 2014-15 school year. If students enrolled in Common Core courses sit for both Regents in either ELA or Math (during a year that both Regents are permitted to be administered), the higher of the two scores will be utilized to determine whether a student has met his/her growth target for that content area Regents assessment, so long as permitted by SED. The NYS Common Core English and Common Core Algebra Regents shall replace the NYS Comprehensive English Regents and the NYS Integrated Algebra Regents when these exams are no longer offered by

SED.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students meet their growth targets (see Section 3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-79% of students meet their growth targets (see Section 3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-49% of students meet their growth targets (see Section 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students meet their growth targets (see Section 3.13).

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Special Education courses ending in Alternate Assessments (or with students who will be NYSAA assessed but are not age eligible for the NYSAA)	6(ii) School wide measure computed locally	P/NW BOCES-developed course specific ELA assessments aligned with the NYSAA
All other Grade 7-12 teachers at the Fox Meadow School	6(ii) School wide measure computed locally	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments
All courses within the Walkabout	6(ii) School wide measure computed locally	P/NW BOCES developed 12th Grade ELA performance based assessment
All courses within the CTE Program	5) District/regional/BOCES-developed	P/NW BOCES developed grade level and/or course specific assessments
Art and physical education courses at Pines Bridge	6(ii) School wide measure computed locally	P/NW BOCES-developed course specific ELA assessments aligned with the NYSAA
Art and physical education courses at Walden learning center	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise/STAR Reading Enterprise
All other courses not listed above	5) District/regional/BOCES-developed	P/NW BOCES-Developed grade level and/or course specific assessments

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.

For all ELA and Math, art and physical education teachers of record who instruct at Pines Bridge and CLASS and in Grades K-6 Local School Building (LSB) teachers whose students are alternately assessed (or will be alternately assessed but are not age eligible to sit for the NYSAA), the performance of all students who take the NYSAA, on locally developed course specific assessments aligned with the NYSAA in ELA, shall be used to measure student growth, based upon the percentage of students within the special education program who meet or exceed their growth targets on said ELA assessments. Individual student growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance & Child Study Center or the Assistant Director of Special Education and Guidance & Child Study Center, whichever is applicable. Points will be received by these teachers based upon the School Wide results of all students who meet or exceed their individual growth targets on the ELA assessments aligned with the NYSAA. A Table that contains all points that may be earned (0-20) is annexed hereto (see section 3.13).

For all other teachers of record in Grades 7-12 at the Fox Meadow School and within the Local School Building Program in Grades 7-12, the performance of all students who sit for the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments will be used as a School Wide measure of student growth. Individual student growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance & Child Study Center or the Assistant Director of Special Education and Guidance & Child Study Center, whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets on the above-named Regents Examinations. A Table that contains all points that may be earned (0-20) is annexed hereto (see section 3.13).

Note: The NYS Common Core English Regents and the NYS Common Core Algebra Regents will ultimately replace the NYS Comprehensive English and the NYS Integrated Algebra Regents in accordance with SED's phase-in of these assessments. The NYS Common Core English Regents will first be offered by the BOCES during the 2014-15 school year. If students enrolled in Common Core courses sit for both Regents in either ELA or Math (during a year that both Regents are permitted to be administered), the higher of the two scores will be utilized to determine whether a student has met his/her

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growth target for that content area Regents assessment, so long as permitted by SED. The NYS Common Core English and Common Core Algebra Regents shall replace the NYS Comprehensive English Regents and the NYS Integrated Algebra Regents when these exams are no longer offered by SED.

All teachers of record who instruct within the Career and Technical Education (CTE) program will administer P/NW BOCES developed content area specific pre-assessments during the beginning of the interval of instruction for each course, and after analysis of available baseline data, each teacher or group of teachers, as applicable, will establish achievement targets for the students enrolled in the course, subject to approval of the applicable Career Academy Principal, in consultation with the Director of Career & Technical Education (CTE), as necessary. Points will be earned based upon the percentage of students enrolled in each course who meet or exceed the achievement targets, and a Table that contains all points that may be earned (0-20) is annexed hereto (see section 3.13).

For all teachers of record who instruct within the Walkabout Program, student achievement shall be measured based upon the performance of all 12th Grade students in the Walkabout program on the P/NW BOCES developed summative 12th Grade English performance based assessment. Annually, after analysis of available baseline data, achievement targets shall be set for student performance on the English 12 performance based assessment, subject to the approval of the Director of Curriculum and instructional services and/or the Assistant Director of Instructional Services. Points and a corresponding HEDI rating shall be earned by the teachers of record in the Walkabout Program based upon the School Wide percentage of students who meet or exceed the achievement target. A Table that contains all points that may be earned (0-20) is annexed hereto (see section 3.13).

For art and physical education teachers at the Walden Learning Center and Local School Building teachers in Grades K-6 whose students are not NYSAA assessed, STAR Early Literacy Enterprise (Grades K-3) and Star Reading Enterprise (Grades 4-8) shall be used to measure student growth based upon the School Wide results of all students tested with the STAR assessments. Individual growth targets shall be set annually after the analysis of available baseline data by the teachers of record, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance & Child Study Center or the Assistant Director of Special Education and Guidance & Child Study Center, whichever is applicable. Points and a corresponding HEDI rating shall be earned by the above-referenced teachers of record based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets. A Table that contains all points that may be earned (0-20) is annexed hereto (See Table uploaded in section 3.13).

For all other courses not listed above, P/NW BOCES developed content area specific pre-assessments shall be administered during the beginning of the interval of instruction for each

course, and after analysis of available baseline data, each teacher of record will establish growth targets for the students enrolled in the course, subject to the approval of the Program Supervisor, with the ultimate decision making authority vested in the Director of Special Education and Guidance & Child Study Center or the Assistant Director of Special Education and Guidance & Child Study Center, whichever is applicable. Points will be earned based upon the percentage of students belonging to the teacher of record who meet or exceed their individual growth targets, and a Table that contains all points that may be earned (0-20) is annexed hereto (see section 3.13).

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	80-100% of students meet their growth or achievement targets, as applicable (see Section 3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-79% of students meet their growth or achievement targets, as applicable (see Section 3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-49% of students meet their growth or achievement targets, as applicable (see Section 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students meet their growth or achievement targets, as applicable (see Section 3.13).

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. [Click here for a downloadable copy of Form 3.12. \(MS Word\)](#)

(No response)

### 3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12149/478821-y92vNseFa4/Section 3.13 Local 20 Point Measure for Teachers revised.docx

### 3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, 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.

Teachers with multiple locally selected measures will receive a local score (0-15 points or 0-20 points, as applicable) for each such measure. The score received for each measure shall be weighted proportionately based upon the number of students tested within each

measure to arrive at the final HEDI rating. Normal rounding rules will apply. Rounding will not result in overlapping bands.

### 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 Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
--	----

One or more observation(s) by trained independent evaluators	
--	--

Observations by trained in-school peer teachers	
---	--

Feedback from students using State-approved survey tool	
---	--

Feedback from parents/caregivers using State-approved survey tool	
---	--

Structured reviews of lesson plans, student portfolios and other teacher artifacts

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, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word )

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

The Local 60 Point rubric rating will be computed based upon the following methodology, which allows all points (0-60) to be earned hereunder:

1. A "Highly Effective" rating shall receive 100% of the total point value for the component.
2. An "Effective" rating shall receive 96% of the total point value for the component.

3. A “Developing” rating shall receive 88% of the total point value for the component.
4. An “Ineffective” rating shall receive 25% of the total point value for that component so long as the teacher is employing instructional techniques that would traditionally generate effective pedagogy, but the techniques are not achieving the desired end based upon the observed evidence. In the absence of said evidence then the lead evaluator will allocate no points for that component. In the event that an ineffective rating is received in each component of the rubric, then zero points shall be earned by the teacher of record.

To obtain each teacher’s Local 60 Point rubric rating (Summative Evaluation), if a raw score contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score contains a decimal of less than .5 it will be rounded down to the nearest whole number. Rounding rules will not cause a teacher's final score to move between HEDI bands.

A sample points allocation pursuant to the above methodology is attached hereto in Section 4.5 along with the points allocation within the components of the four Domains of the agreed upon rubric (which comprises the local 60 point subcomponent score).

#### Observation/Evaluation Procedures:

1. Annually, each tenured teacher shall have a minimum of one announced and one unannounced classroom observation and each probationary teacher shall have a minimum of two announced and one unannounced classroom observation.
2. All announced and unannounced classroom observations shall be a minimum of 30 minutes in duration.
3. Prior to an announced observation, there shall be a pre-observation conference, to be held at a time mutually agreed upon by the teacher and the evaluator.
4. A post-observation conference shall be held subsequent to all classroom observations. Every effort shall be made for a post-observation conference to be held within ten (10) school days of its occurrence and in no event shall the post-observation conference be held later than fifteen school days subsequent to the classroom observation.
5. Constructive written feedback shall be provided to teachers within any areas in need of improvement based upon the evidence collected during an observation. Every effort shall be made for written feedback shall be provided to a teacher within ten (10) school days following a post-observation conference and said feedback shall be provided no later than fifteen (15) school days following the post-observation conference.
6. Domain 1 shall be rated based upon the review and discussion of artifacts submitted to inform the components thereof and evidence of Domains 2 and 3 will be collected through classroom observations performed by trained evaluators and lead evaluators. The ratings assigned throughout the school year within each respective component of Domains 1, 2, and 3 of the rubric will be averaged together to arrive at the final point rating per component within the Local 60 Point rubric rating (Summative Evaluation). However, in the event that a teacher has shown significant improvement over the course of a school year within an observed component(s), at the sole discretion of the lead evaluator, he/she may choose to provide the teacher with a higher of effectiveness ratings within such component(s), not to exceed the highest observed rating (as opposed to averaging the ratings). Significant improvement is defined as showing a clear ability to perform at the highest observed proficiency level to such an extent that the lead evaluator is confident that the teacher has now proven their effectiveness in implementing the mandates of that domain at that higher level.
7. Domain 4 shall be appraised at the end of the school year based upon a preponderance of the evidence observed within each component of the Domain (i.e. the HEDI rating representative of the majority of the evidence submitted for that component) based upon a review of the teacher’s portfolio. The teacher’s portfolio (which may be maintained electronically or via hard copy) shall be submitted to his/her lead evaluator by no later than April 30th, with the ability to modify the portfolio by no later than the Friday before Memorial Day weekend. The evaluator will make a reasonable attempt to notify the teacher that all points have been achieved if it is prior to April 30th.
8. All percentages received within the component of the rubric shall be aggregated to arrive at the Local 60 point rubric rating.
9. Each teacher shall receive his/her Local 60 Point rubric rating (Summative Evaluation) by June 30th.

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.

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.

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>Teachers performing at this level are master teachers and contribute to the community of learners both in and outside of the classroom. Their classrooms exhibit highly engaged students who demonstrate responsibility for their own education and contribute to the educational process in a meaningful way. These are models teachers who have mastered the critical attributes of all four Domains within the 2011 Danielson Framework for Teaching. Normal rounding rules will apply. In no instance will rounding rules cause a teacher to move into another performance category.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>Effective teachers clearly understand the concepts of all four Domains of the Rubric and their components, and are able to proficiently implement the mandates of each Domain. They demonstrate knowledge of their content, their students, and the curriculum and have a wide range of strategies, including differentiated supports and activities to engage their students. There is evidence that they are continually striving to improve their practice and demonstrate meaningful self reflection upon teaching practices and their effects on students in the classroom. Normal rounding rules will apply. In no instance will rounding rules cause a teacher to move into another performance category.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>Developing teachers demonstrate limited understanding of the concepts contained in the four Domains of the Rubric and implement strategies associated with proficient pedagogy in an inconsistent fashion. Developing teachers fail to hone the critical attributes necessary for effective teaching and do not exhibit a firm grasp of the content, their students, and the curriculum. They also fail to exhibit meaningful self-reflection and have a limited range of strategies and activities to engage their students. These teachers may become effective with additional supports, discussions, classrooms visits and guidance. In no instance will rounding rules cause a teacher to move into another performance category.</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>Ineffective teachers lack an understanding of the concepts of the Domains and components of the Rubric and do not implement positive planning techniques, classroom management skills, effective instruction, or satisfactory self reflection. These teachers fail to demonstrate meaningful knowledge of their content, their students, and the curriculum. Students appear disinterested and not engaged in the learning in the classroom and the teacher fails to employ mechanisms to attempt to engage students in learning or to adjust to differentiated needs of students within the classroom. These teachers fail to respond to constructive criticism and do not avail themselves of professional development opportunities offered to them. Significant assistance in fundamental pedagogical practices needs to be provided for these teachers to improve their pedagogy. In no instance will rounding rules cause a teacher to move into another performance category.</p>

Provide the ranges for the 60-point scoring bands.

<p>Highly Effective</p>	<p>59-60</p>
<p>Effective</p>	<p>57-58</p>

Developing	49-56
Ineffective	0-48

#### 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

Formal/Long	3
Informal/Short	0
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

Formal/Long	2
Informal/Short	0

---

Total	2
-------	---

By trained in-school peer teachers or other trained reviewers

---

Formal/Long	0
Informal/Short	0

Independent evaluators

---

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

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	49-56
Ineffective	0-48

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

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, March 07, 2014

## 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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/12193/487015-Df0w3Xx5v6/Tip Process and Forms - Section 6.2 revised 3.7.14.pdf

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS PROCESS:

To the extent that a teacher wishes to issue an appeal, the following appeals process is established.

I. Appeals will be limited to the following situations:

- a. A teacher completing the first year of a three-year probationary appointment may appeal only an ineffective Annual Professional Performance Review (APPR) composite rating;
- b. Any other teacher may appeal only an ineffective or a developing APPR composite rating;
- c. Any teacher placed on a Teacher Improvement Plan (TIP) shall have a corresponding right to appeal concerns with the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

II. The scope of any appeal will be limited to the following subjects:

- a. The substance of the individual's Annual Professional Performance Review;
- b. The BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
- c. The adherence to the Commissioner's regulations, as applicable to such reviews;
- d. Compliance with any applicable locally negotiated procedures regarding Annual Professional Performance Reviews or Teacher Improvement Plans.

III. A teacher may not file multiple appeals regarding the same performance review. 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.

IV. It is the teacher's responsibility to provide all relevant facts and documentation that relate to the appeal being submitted.

V. The timelines outlined in subsequent pages will be strictly adhered to unless extended in writing by mutual agreement of the District Superintendent or designee and the Union President or designee. Failure of the teacher to meet a timeline will nullify the appeal. Failure of the BOCES to meet a timeline will allow movement of the appeal to the next level; provided, however, in the event that the decision of the District Superintendent or designee (Level 4) is not made within the timeframe, the appeal shall be sustained.

VI. The entire appeals record will be part of the teacher's APPR and personnel file.

VII. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving all appeals within the scope of Sections I and II, above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

VIII. Nothing in this appeals procedure will restrict the right of the BOCES or the obligation of the teacher to proceed in accordance with otherwise standard practices for statutorily or constitutionally permissible reasons other than the performance that is the subject of the appeal, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending.

## Appeals Process

[Informal] Following a qualifying event, as defined in Sections I and II, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues. It should be noted that if a teacher wishes to pursue a formal appeal, it must be submitted in writing (on the mutually agreed upon Appeals Form) no later than five (5) school days of the date when the teacher receives his/her annual professional performance review or Teacher Improvement Plan, as outlined below. In the case of a TIP appeal, there shall be a five (5) school day period for a TIP appeal following the end date of the TIP.

### Level 1 – Evaluator

[Formal] Any appeal must be submitted to the evaluator in writing no later than five (5) school days from the date when the teacher receives his/her annual professional performance review or Teacher Improvement Plan.

When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/ information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teacher's Association President, shall receive copies of the response and any and all additional information submitted with the response.

## Level 2 – Assistant Superintendent

Within five (5) school days of receipt of the Level 1 response, if a teacher is not satisfied with such response the teacher must submit the appeal to the Assistant Superintendent. If the Assistant Superintendent was the evaluator at Level 1, this Level 2 appeal must go to the Assistant Superintendent's designee. The Assistant Superintendent or designee will be provided all documentation submitted in both the appeal and the evaluator's response.

Within ten (10) school days of receipt of the teacher's appeal, the Assistant Superintendent or designee may be allowed to conduct a hearing at which the teacher (and a union representative at the option of the teacher) and the evaluator (and union representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively. If a hearing takes place, the Assistant Superintendent or designee will issue a written determination to the teacher, the Teacher's Association President and the evaluator within ten (10) school days of the Assistant Superintendent hearing.

If the Assistant Superintendent does not conduct a hearing (as described above), the Assistant Superintendent or designee will issue a written determination to the teacher, the Teacher's Association President, and the evaluator within five (5) school days of receipt of the teacher's Level 2 appeal.

## Level 3 – Bipartisan Panel

Within five (5) school days of receipt of the Level 2 determination, if a teacher is not satisfied with such determination, the teacher must submit the appeal to the District Superintendent. The District Superintendent will then submit the appeal to a bipartisan panel comprised of two (2) teacher representatives and two (2) administration representatives. The panel will be provided the entire appeals record; however, any information identifying the teacher or evaluator will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.

Within ten (10) school days of receipt of the appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written recommendation for resolution to the Teacher's Association President and the District Superintendent or designee. The recommendation may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. Notwithstanding the above, in the event that the decision of the panel is unanimous, then that decision shall be final and binding (as opposed to a recommendation), and there shall be no further appeal to the District superintendent or designee.

## Level 4 – District Superintendent

In the event that the decision of the panel at Level 3 is not unanimous, within ten (10) school days of receipt of the Level 3 recommendation for resolution, the District Superintendent or designee will give due consideration to the panel's recommendation and will issue a final and binding decision, in writing, to the teacher, to the Teacher's Association, and to the panel members. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the District Superintendent or designee may set aside or modify a rating.

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

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The Putnam/Northern Westchester BOCES Board of Education and District Superintendent will ensure that all evaluators are trained in all areas necessary to conduct classroom observations, including the teacher practice rubric and evidence-based observation, and that lead evaluators are trained and certified/recertified in accordance with the requirements of Part 30-2.9(b) of the Rules of the Board of Regents. The P/NW BOCES has and will continue to utilize the P/NW BOCES Network team to provide training on an as-needed basis.

Lead evaluators and evaluators of teachers have participated in a series of lectures and workshops covering all subject areas required by NYSED, including those necessary to utilize the agreed upon teacher practice rubric in its entirety. Lead evaluators received three full days (six hours each) of training, as well as four half days of training, and have participated in an aggregate of forty hours of P/NW BOCES provided Administrative Workshops and APPR Committee meetings to ensure the receipt of necessary training. An aggregate of approximately eleven days of training was received prior to certification of lead evaluators. All training has been conducted by appropriately qualified individuals or entities.

A minimum of two (2) days of training conducted by appropriately qualified individuals or entities (such as the P/NW BOCES Network team) will be received by those employees who need to be certified as lead evaluators who have not yet received training in accordance with Part 30-2.9(b) of the rules of the Board of Regents (i.e. newly hired administrators).

P/NW BOCES will ensure inter-rater reliability is maintained over time in accordance with NYSED guidance, and shall periodically conduct workshops and administrative meetings to ensure that the lead evaluators of teachers are calibrated based upon a shared understanding of evidence-based observation and shared expectations for the quality of evidence necessary to support a specific rubric rating.

All lead evaluators have been trained in all areas required by Part 30-2.9(b) of the Regents' Rules necessary to be certified as lead evaluators. Lead evaluators have been certified by the BOCES Board of Education, and will be recertified by the BOCES Board of Education (via Resolution) on a periodic basis. A minimum of one day (6 hours) of training will be provided prior to recertifying lead evaluators.

## 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, March 07, 2014

## 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.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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-6 Walden Learning Center/CLASS (ungraded students ages 5-16)

7-12 (Fox Meadow Middle/High School)

K-12 (Local School Building - Learning Center/CLASS)

### 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(s) provided by NYSED will be used, where applicable	Checked
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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	Checked
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### 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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Grades 11-12 Career and Technical Education	District, regional, or BOCES-developed	P/NW BOCES developed course specific assessments
K-12 Special Education, Alternately Assessed (Pines Bridge)	State assessment	NYSAA
K-6 Walden Learning Center/CLASS (ungraded students ages 5-16)	State assessment	NYS Grades 3 through 6 ELA and Math Assessments/NYSAA assessments for the largest course(s)
7-12 (Fox Meadow Middle/High School)	State assessment	NYS Grades 7 and 8 ELA and Math assessments/NYS Regents Assessments for the largest course(s)
K-12 (Local School Building - Learning Center/CLASS)	State assessment	NYS Grades Grades 3-8 ELA and Math assessments/NYSAA and/or NYS Regents Assessments for the largest course(s)

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	All teachers of record who instruct within the Career and Technical Education Program will administer P/NW BOCES developed content area specific pre-assessments at the beginning of the interval of instruction. After analysis of available baseline data, teachers in collaboration with the applicable Career Academy Principal will set individual growth
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targets, subject to approval of the District Superintendent or designee, to ensure that rigorous but achievable growth targets are established. HEDI Points (0-20) will be assigned to each Career Academy Principal based upon the percentage of students contained within the SLOs for all of the teachers of record within the supervising Principal's Career Academies who meet or exceed their individualized growth targets. See Table uploaded in Section 7.3.

The Pines Bridge Principal will receive points (0-20) and a corresponding HEDI rating based upon the percentage of all NYSAA assessed students contained within the principal's SLO who meet or exceed their individualized growth targets on the NYSAA grade-level specific assessments. Individual student growth targets will be established by teachers of record in collaboration with the principal, after analysis of available baseline data, including pre-assessment results, subject to approval by the District Superintendent or designee, to ensure that rigorous but achievable growth targets are established. HEDI Points (0-20) will be assigned to the building principal based upon the percentage of students contained within the principal's SLO who meet or exceed their individual growth targets on the NYSAA assessments. See Table uploaded in section 7.3.

For the K-6 Walden Learning Center/CLASS (ungraded students ages 5-16) principal, the 7-12 (Fox Meadow Middle/High School) principal, and the K-12 (Local School Building - Learning Center/CLASS) principal, the event that there is no State provided growth score, then SLOs shall be set using the assessments as referenced above, until a minimum of 30% of the students within the building/program are covered. Individual student growth targets will be established by teachers of record in collaboration with the principal, after analysis of available baseline data, including pre-assessment results, subject to approval by the District Superintendent or designee, to ensure that rigorous but achievable growth targets are established. HEDI Points (0-20) will be assigned to the building principal based upon the percentage of students contained within the principal's SLO who meet or exceed their individual growth targets on above-referenced assessments. See Table uploaded in section 7.3.

Note: For those configurations that receive a State provided growth score, the results will be weighted proportionately with the results from the other SLOs based upon the number of students within each measure to result in a final HEDI score for each of these principals.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	80%-100% of students meet their growth targets (see Table in Section 7.3).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	50%-79% of students meet their growth targets (see Table in Section 7.3).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26%-49% of students meet their growth targets (see Table in Section 7.3).
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0%-25% of students meet their growth targets (see Table in Section 7.3).

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

assets/survey-uploads/12156/479744-lha0DogRNw/Section 7.3 SLO Table doc.doc

## 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, March 07, 2014

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## Page 1

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

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

**In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.**

***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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6 Walden Learning Center/CLASS (ungraded ages 5-16)	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise/STAR Reading Enterprise/P/NW BOCES developed grade level specific assessments aligned with the NYSAA in ELA
K-12 (Local School Building - Learning Center/CLASS)	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise/STAR Reading Enterprise/P/NW BOCES developed grade level specific assessments aligned with the NYSAA in ELA
7-12 (Fox Meadow Middle/High School)	(d) measures used by district for teacher evaluation	NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the Walden Learning Center and the Local School Building Principals, the parties have agreed to measure student growth based upon the performance of alternately assessed students within each program on the P/NW BOCES developed grade level specific assessments aligned with the NYSAA in ELA and based upon the performance of all other students who are not NYSAA assessed on STAR Early Literacy Enterprise (Grades K-3) and STAR Reading Enterprise (Grades 4-8). Points will be earned (0-20 or 0-15) based upon the percentage of students within the building/program who meet or exceed their established individual growth targets on the respective above-named assessments, which shall be set in collaboration between the principal and teachers of record, subject to the</p>
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approval of the District Superintendent of designee. A Table that contains all points that may be earned (0-20) is annexed hereto (See Table 2 uploaded in section 8.1). Upon the State's introduction of its value added growth measure, Table 1 in section 8.1 shall be used if there is a State provided growth score covering more than 30% of students within the building.

The parties have agreed to use student growth as the locally selected measure for the Fox Meadow Principal, based upon the school wide results on the NYS Global History and Geography, US History and Government, Integrated Algebra/Common Core Algebra, Comprehensive English/Common Core English and Living Environment Regents assessments. Individual growth targets shall be set in collaboration between the principal and teachers of record, subject to the approval of the District Superintendent of designee. Points and a corresponding HEDI rating shall be earned by the Principal based upon the School Wide percentage of students in the program who meet or exceed their individual growth targets on the above-named Regents assessments. A Table that contains all points that may be earned (0-20) is annexed hereto (See Table 2 uploaded in section 8.1). Upon the State's introduction of its value added growth measure, Table 1 in section 8.1 shall be used if there is a State provided growth score covering more than 30% of students within the building.

Note: The NYS Common Core English Regents and the NYS Common Core Algebra Regents will ultimately replace the NYS Comprehensive English and the NYS Integrated Algebra Regents in accordance with SED's phase-in of these assessments. The NYS Common Core English Regents will first be offered by the BOCES during the 2014-15 school year. If students enrolled in Common Core courses sit for both Regents in either ELA or Math (during a year that both Regents are permitted to be administered), the higher of the two scores will be utilized to determine whether a student has met his/her growth target for that content area Regents assessment, so long as permitted by SED.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80%-100% of students meet their growth targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-79% of students meet their growth targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26%-49% of students meet their growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-25% of students meet their growth targets.

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.

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

*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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
Grades 11-12 Career and Technical Education	(d) measures used by district for teacher evaluation	P/NW BOCES developed grade level and/or course specific assessments
K-12 Special Education, Alternately Assessed (Pines)	(d) measures used by district for teacher evaluation	P/NW BOCES developed grade level specific assessments aligned with the NYSAA in ELA

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>A building wide score will be provided to each Career Academy principal within the CTE Program based upon the percentage of students in the program supervised by that principal who meet their established achievement targets on the P/NW BOCES developed course specific assessments. Achievement targets will be set in collaboration between the principal and teachers of record, subject to the approval of the District Superintendent of designee. Points (0-20) will be earned by each Career Academy Principal based upon the percentage of students who meet or exceed their achievement targets within the applicable Career Academy Principal's program, and a Table that articulates all points that may be earned is contained in Section 8.2.</p> <p>For the Pines Bridge Principal, P/NW BOCES developed assessments aligned with the NYSAA in ELA shall be used as a school wide measure of student growth, based upon the percentage of all students within the program who are alternately assessed, (including those students who are not age eligible to take the NYSAA for the current school year) who meet or exceed their established individual growth targets. After analysis of baseline data, including pre-assessments, where applicable, individual student growth targets are set in collaboration between the principal and applicable teachers of record, subject to the approval of the District Superintendent of designee. A Table that articulates all points that may be earned (0-20) is contained in Section 8.2.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-100% of students meet their growth or achievement targets, as applicable (see Table uploaded in Section 8.2).</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50-79% of students meet their growth or achievement targets, as applicable (see Table uploaded in Section 8.2).</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>26-49% of students meet their growth or achievement targets, as applicable (see Table uploaded in Section 8.2).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-25% of students meet their growth or achievement targets, as applicable (see Table uploaded in Section 8.2).</p>

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

(No response)

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

assets/survey-uploads/12190/486130-T8MIGWUVm1/Section 8.2 Local 20 Points.doc

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, 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.

Principals with multiple locally selected measures will receive a local score (0-15 or 0-20 as applicable) and HEDI rating based upon each such measure, which shall be weighted proportionately based upon the number of students tested within each measure to arrive at the final HEDI rating. Normal rounding rules will apply. Rounding will not result in overlapping bands.

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the point 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 point 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
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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, label accordingly, 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 assigning any points to "ambitious and measurable goals":

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 updated, this list will be updated within the drop-down menu of approved survey tools.

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The Local 60 Points will be computed for the purpose of the Summative Evaluation based upon the following methodology:

- i. A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain.
- ii. An "Effective" rating shall receive 96% of the total point value for the sub-domain.
- iii. A "Developing" rating shall receive 88 % of the total point value for the sub-domain.
- iv. An "Ineffective" rating shall receive 25% of the total point value for that sub-domain so long as the principal is employing instructional techniques that would traditionally generate effective pedagogy, but the techniques are not achieving the desired end based upon the observed evidence. In the absence of said evidence then the lead evaluator will allocate no points for that sub-domain. In the event that the principal receives an ineffective rating in each sub-domain of the rubric, then zero points shall be earned.

If a raw score contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the principal's Local 60 Point rubric rating and corresponding HEDI rating. In no instance will rounding rules cause an administrator to move into another HEDI performance category.

An example of a sample computation pursuant to this methodology is uploaded and attached hereto.

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The percentage weight attributed to the HEDI values as set forth above and the HEDI Bands ranges as set forth below were locally negotiated in order to enhance the likelihood that a building principal who receives an "effective" on the Local 20, the State 20 and the Local 60 would receive a composite effectiveness rating within the regulated "effective" range (of 75-90).

The parties have further agreed to the following observation procedures:

- i. For tenured principals, there shall be a minimum of one announced supervisory visit and at least one unannounced supervisory visit per year.

- ii. For probationary principals, there shall be a minimum of two announced supervisory visits and at least one unannounced supervisory visit per year.
- iii. There shall be a mid-year status conference for tenured principals and for probationary principals, if applicable to the latter, which shall be comprised of an in-person conference with his/her lead evaluator where suggestions for areas of growth will be addressed as well as the building principal's strength and weaknesses, culminating in written feedback to the building principal.
- iv. The ratings contained within the Summative Evaluation for each Principal shall be based upon the preponderance of the evidence observed and/or collected throughout the school year (i.e. holistically, based upon the HEDI rating observed most often throughout the school year).
- v. All percentages received within each sub-domain shall be aggregated to obtain each principal's local 60 point rubric rating.
- vi. The Summative Evaluation containing the Local 60 Points for principals shall be delivered by no later than the last day of the school year and every effort shall be made to provide the same to the building principals by June 15th of the year for which they are being evaluated.

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/12205/487974-pMADJ4gk6R/Administrator Rubric Weigting and Points Calculation Methodology revised.doc](#)

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.

<p>Highly Effective: Overall performance and results exceed standards.</p>	<p>For a building principal who is rated highly effective, 59-60 points will be assigned. A highly effective principal has a strongly articulated and shared vision of learning, developed through well implemented consultation with stakeholders and a strategic planning process. The Principal engages individual staff members in reflective practice and individual goal setting to increase their professional capacity for effective engagement of students and increased student achievement. The school functions as a learning community, increasing its capacity to serve students and the community relative to its shared vision. Normal rounding rules will apply. In no instance will rounding rules cause an administrator to move into another performance category.</p>
<p>Effective: Overall performance and results meet standards.</p>	<p>For a building principal who is rated effective, 57-58 points will be assigned. An effective principal has a well articulated vision of learning, developed and implemented with action plans and identification of desirable results. Some key stakeholders and staff may be empowered to support this process, although engagement of stakeholders is not systematic. The Principal encourages reflective practice and demonstrates this while using the supervisory process. There is evidence of desirable student achievement. To improve, this principal will focus on developing shared vision, increasingly collaborative practices and a greater empowerment of both staff and community stakeholders in achieving the results of the school. Normal rounding rules will apply. In no instance will rounding rules cause an administrator to move into another performance category.</p>
<p>Developing: Overall performance and results need improvement in order to meet standards.</p>	<p>For a building principal who is rated developing, 49-56 points will be assigned. A developing principal supports the mission and purposes of the District, but has yet to define these in a direct or shared vision for the school. District requirements may be implemented with less consistency and without a systematic approach for action planning and</p>

the monitoring of building-based results or student achievement. A principal may be emerging in his/her capacity to provide effective feedback to teachers in the evolution of their pedagogy. Normal rounding rules will apply. In no instance will rounding rules cause an administrator to move into another performance category.

Ineffective: Overall performance and results do not meet standards.

For a building principal who is rated ineffective, 0-48 points will be assigned. An ineffective principal lacks the demonstrated capacities for operational planning, engagement of staff and relevant stakeholders, monitoring specific District goals and results as accomplished on an annual basis within the building. Additionally, this principal may fail to perform essential supervisory responsibilities and manage the safe and secure operation of the building for students and adults. Significant improvement in performance is necessary to maintain this principal's job status. Normal rounding rules will apply. In no instance will rounding rules cause an administrator to move into another performance category.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

##### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

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	49-56
Ineffective	0-48

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

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, March 03, 2014

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## 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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/12168/482343-Df0w3Xx5v6/Principal Improvement Plan - Procedures and Form.doc](#)

### 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:

## 1. Appeals Process:

A. A principal who receives an ineffective rating on his/her APPR shall be entitled to appeal his/her annual composite APPR rating, based upon a paper submission to the an Assistant Superintendent designated by the District Superintendent, who shall be trained in accordance with the requirements of statute and regulations and also possesses an appropriate administrative Certification. While an appeal may not be commenced hereunder until the principal's receipt of his/her annual composite APPR rating, nothing herein shall prevent a principal from informally discussing his/her Final Summative Evaluation (comprised of the Local 60 Point rubric rating) with his/her lead evaluator after its issuance but prior to the receipt of a composite APPR rating, at which time the lead evaluator may consider making adjustments to the Local 60 Point rubric rating prior to the initiation of a formal appeal hereunder.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law [see Note 1 below]. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a PIP must be commenced within fourteen calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards. In the case of a PIP appeal, there shall be a second fourteen calendar day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the fourteenth calendar day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards.

D. The designated Assistant Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within fourteen calendar days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to the District Superintendent within fourteen calendar days of receipt of the District Superintendent's designee's decision upon the appeal.

E. The District Superintendent shall make his decision in writing regarding the further appeal within fourteen calendar days of receipt of that appeal. The decision of the District Superintendent, so long as the decision is made within the timeframe set forth in this paragraph, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. In the event that the decision of the District Superintendent is not made within the timeframe set forth in this paragraph, the appeal shall be sustained.

Note 1: An appeal may be brought for all grounds enumerated in Education Law Section 3012-c, but an appeal shall be limited to those grounds as enumerated in the Statute and Part 30-2.11 of the Rules of the Board of Regents.

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

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The Putnam/Northern Westchester BOCES Board of Education and District Superintendent will ensure that all evaluators are trained in the areas required to conduct supervisory visits and that lead evaluators of building principals are trained and certified/recertified in accordance with the requirements of Part 30-2.9(b) of the Rules of the Board of Regents. The P/NW BOCES has and will continue to utilize the P/NW Network team to conduct training in accordance with SED procedures and processes.

Lead evaluators of principals have participated in a series of lectures and workshops covering all subject areas required by NYSED, including those necessary to utilize the agreed upon principal performance rubric in its entirety. Lead evaluators received an aggregate of three and one-half days of training, including training to re-certify lead evaluators. In addition, lead evaluators participated in six part P/NW BOCES Principals' Assistance and Support series, aggregating to 8.5 hours, to reinforce the ISLLC standards, evidence-based observation, the use of the SGP model and VA model, the use of the principal performance rubric and assessment tools selected by the BOCES, and the application of the locally selected measures. All training has been conducted by appropriately qualified individuals or entities.

A minimum of two (2) days of training conducted by appropriately qualified individuals or entities (such as the P/NW BOCES Network team) will be received by those employees who need to be certified as lead evaluators who have not yet received training in accordance with Part 30-2.9 of the rules of the Board of Regents (i.e. newly hired administrators).

P/NW BOCES will ensure inter-rater reliability is maintained over time in accordance with NYSED guidance, and shall periodically conduct workshops and administrative meetings to ensure that the lead evaluators of building principals are calibrated based upon a shared understanding of evidence-based observation and shared expectations for the quality of evidence necessary to support a specific

rubric rating.

All lead evaluators have been trained in all areas required by Part 30-2.9(b) of the Regents' Rules necessary to be certified as lead evaluators. Lead evaluators have been certified by the BOCES Board of Education, and will be recertified by the BOCES Board of Education (via Resolution) on a periodic basis. A minimum of one day (6 hours) of training will be provided prior to recertifying lead evaluators.

## 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 Tuesday, April 30, 2013

Updated Friday, March 07, 2014

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### Page 1

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

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/480620-3Uqgn5g9Iu/BOCES Certification Form 3.7.14.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.

**Section 3.3 -Table 1**

**Local 20 Point Measure of Student Growth**

<b>Special Education Programs: % of students within the program (School Wide Measure) meeting or exceeding their growth targets</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
0-8				0
9-17				1
18-25				2
26-29			3	
30-33			4	
34-37			5	
38-41			6	
42-45			7	
46-49			8	
50-52		9		
53-55		10		
56-58		11		
59-61		12		
62-64		13		
65-68		14		
69-71		15		
72-75		16		
76-79		17		
80-85	18			
86-90	19			
91-100	20			

**Section 3.3 -Table 2**

**Local 15 Point Measure of Student Growth**

(To be used upon the State's introduction of its Value-Added Growth Measure for Grades 4-8  
Common Branch and ELA or Math Teachers of Record in the Special Education Program)

<b>% of students meeting or exceeding their growth targets</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
0-8				0
9-17				1
18-25				2
26-30			3	
31-34			4	
35-39			5	
40-44			6	
45-49			7	
50-53		8		
54-57		9		
58-62		10		
63-67		11		
68-73		12		
74-79		13		
80-90	14			
91-100	15			

**Table for Section 3.13  
Local 20 Point Measure of Student Achievement or Growth**

**This Table applies to all Courses awarding HEDI Points on a 0-20 Point Scale**

<b>% of Students meeting their individual growth targets or % of Students meeting their achievement targets (School-Wide or by teacher of record, as applicable)</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
0-8				0
9-17				1
18-25				2
26-29			3	
30-33			4	
34-37			5	
38-41			6	
42-45			7	
46-49			8	
50-52		9		
53-55		10		
56-58		11		
59-61		12		
62-64		13		
65-68		14		
69-71		15		
72-75		16		
76-79		17		
80-85	18			
86-90	19			
91-100	20			

### Section 7.3

#### Student Learning Objectives

<b>Percentage of Students meeting or exceeding their growth targets</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
0-8				0
9-17				1
18-25				2
26-29			3	
30-33			4	
34-37			5	
38-41			6	
42-45			7	
46-49			8	
50-52		9		
53-55		10		
56-58		11		
59-61		12		
62-64		13		
65-68		14		
69-71		15		
72-75		16		
76-79		17		
80-85	18			
86-90	19			
91-100	20			

## Principal Improvement Plan - Procedures

A. The Principal Improvement Plan for a principal who is rated ineffective or developing through an annual professional performance review (APPR) shall be comprised of the following elements:

1. The area or areas in need of improvement, drawn from the evaluation criteria of this APPR;
2. The length of a PIP for a probationary principal shall range between three (3) months and a semester in duration, as determined by the BOCES. The length of a PIP shall be no less than a semester in duration for a tenured principal but shall not extend beyond June 30<sup>th</sup> of the year during which the tenured principal received an ineffective or developing APPR composite rating, as determined by the BOCES.

The building principal and lead evaluator will meet to develop the PIP. A union representative will also be included in the meeting if requested by the building principal. If an agreement cannot be reached on the contents of the PIP, the District Superintendent or designee shall make the final determination as to the contents of the PIP.

After the issuance of the PIP, the lead evaluator assigned to the building principal shall meet with the building principal at least once every four weeks to review his or her progress regarding the areas identified in the PIP.

3. A statement of differentiated activities to support improvement that shall be developed on a collaborative basis with the principal, based upon the areas in the rubric that were deemed in need of support to enable an effective level of performance. The supports shall be reasonable in nature; and
4. The manner of assessment of improvement that shall be in the nature of direct observation, review of materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable).
5. Timing: The PIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year.

**PRINCIPAL IMPROVEMENT PLAN FORM**

<b>(1) AREA(S) IN NEED OF IMPROVEMENT</b>	<b>(2) TIME LIMIT FOR ACHIEVING IMPROVEMENT</b>	<b>(3) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT</b>	<b>(4) MANNER OF ASSESSMENT OF IMPROVEMENT</b>

\_\_\_\_\_  
**Principal Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Lead Evaluator Signature**

\_\_\_\_\_  
**Date**

**Principal's initials below:**

\_\_\_ **Yes: Please send a copy of this PIP to the Union President; or**

\_\_\_ **No: I do not want a copy of this PIP sent to the Union President**

Section 4.5

Local 60 Points Allocation within the Components of the Four Domains of the Danielson Framework for Teaching (2011 Revised Edition)

<b>Danielson 2011 Revised Framework for Teaching</b>		<b>Total Point Value</b>
<b>DOMAIN 1 – PLANNING &amp; PREPARATION: 12 Points</b>		
Component 1a: Demonstrating Knowledge of Content and Pedagogy.		2
Component 1b: Demonstrating Knowledge of Students.		2
Component 1c: Setting Instructional Outcomes.		2
Component 1d: Demonstrating Knowledge of Resources.		2
Component 1e: Designing Coherent Instruction.		2
Component 1f: Designing Student Assessments.		2
<b>DOMAIN 2 – THE CLASSROOM ENVIRONMENT: 18 Points</b>		
Component 2a: Creating an Environment of Respect and Rapport.		4
Component 2b: Establishing A Culture for Learning.		4
Component 2c: Managing Classroom Procedures.		4
Component 2d: Managing Student Behavior.		2
Component 2e: Organizing Physical Space.		4
<b>DOMAIN 3 – INSTRUCTION: 18 Points</b>		
Component 3a: Communicating with Students.		4
Component 3b: Using Questioning and Discussion Techniques.		4
Component 3c: Engaging Students in Learning.		4
Component 3d: Using Assessment in Instruction.		2
Component 3e: Demonstrating Flexibility & Responsiveness.		4
<b>DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES: 12 Points</b>		
Component 4a: Reflecting on Teaching.		4
Component 4b: Maintaining Accurate Records.		1
Component 4c: Communicating with Families.		2
Component 4d: Participating in a Professional Community.		2
Component 4e: Growing and Developing Professionally.		2
Component 4f: Showing Professionalism.		1
<b>Total Possible Points:</b>		<b>60</b>

# APPR - Teacher Evaluation

## Local 60 Points Calculation Spreadsheet - Putnam/Northern Westchester BOCES

With Sample Point Allocation Input

Administrator Entry = H,E,D, I* or I			=Points assigned	Total Possible Points = 100%	Sub-totals	Highly Effective = 100%	Effective = 96.0%	Developing= 88%	Ineffective (I*) = 25%	Ineffective (I) = 0%	
1a	D		1.76	2.00	17%	2.00	1.92	1.76	0.50	0.00	
1b	E		1.92	2.00	17%	2.00	1.92	1.76	0.50	0.00	
1c	D		1.76	2.00	17%	2.00	1.92	1.76	0.50	0.00	
1d	E		1.92	2.00	17%	2.00	1.92	1.76	0.50	0.00	
1e	E		1.92	2.00	17%	2.00	1.92	1.76	0.50	0.00	
1f	E		1.92	2.00	17%	2.00	1.92	1.76	0.50	0.00	
				<b>12</b>	<b>20%</b>						
2a	E		3.84	4.00	22%	4.00	3.84	3.52	1.00	0.00	
2b	E		3.84	4.00	22%	4.00	3.84	3.52	1.00	0.00	
2c	E		3.84	4.00	22%	4.00	3.84	3.52	1.00	0.00	
2d	H		2.00	2.00	11%	2.00	1.92	1.76	0.50	0.00	
2e	H		4.00	4.00	22%	4.00	3.84	3.52	1.00	0.00	
				<b>18</b>	<b>30%</b>						
3a	E		3.84	4.00	22%	4.00	3.84	3.52	1.00	0.00	
3b	E		3.84	4.00	22%	4.00	3.84	3.52	1.00	0.00	
3c	H		4.00	4.00	22%	4.00	3.84	3.52	1.00	0.00	
3d	D		1.76	2.00	11%	2.00	1.92	1.76	0.50	0.00	
3e	E		3.84	4.00	22%	4.00	3.84	3.52	1.00	0.00	
				<b>18</b>	<b>30%</b>						
4a	H		4.00	4.00	33%	4.00	3.84	3.52	1.00	0.00	
4b	I*		0.25	1.00	8%	1.00	0.96	0.88	0.25	0.00	
4c	D		1.76	2.00	17%	2.00	1.92	1.76	0.50	0.00	
4d	E		1.92	2.00	17%	2.00	1.92	1.76	0.50	0.00	
4e	E		1.92	2.00	17%	2.00	1.92	1.76	0.50	0.00	
4f	D		0.88	1.00	8%	1.00	0.96	0.88	0.25	0.00	
				<b>12</b>	<b>20%</b>						
<b>Raw Score</b>			<b>56.73</b>	<b>60.00</b>	<b>60</b>	<b>100%</b>	<b>60.00</b>	<b>57.60</b>	<b>52.80</b>	<b>15.00</b>	<b>0.00</b>
<b>Final Total</b>			<b>E</b>	<b>57.00</b>							

HEDI BANDS		
0-48	0.00	I
	48.00	I
49-56	49.00	D
	56.00	D
57-58	57.00	E
	58.00	E
59-60	59.00	H
	60.00	H

**Note:** If a number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

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**Section 2.11**  
**Table 1**  
**Student Learning Objectives**

<b>Percentage of Students meeting or exceeding their growth targets</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
0-8				0
9-17				1
18-25				2
26-29			3	
30-33			4	
34-37			5	
38-41			6	
42-45			7	
46-49			8	
50-52		9		
53-55		10		
56-58		11		
59-61		12		
62-64		13		
65-68		14		
69-71		15		
72-75		16		
76-79		17		
80-85	18			
86-90	19			
91-100	20			

Section 2.11 – Table 2  
 Student Learning Objectives  
 For Special Education Teachers with individualized growth targets

Points based upon average growth of Students within the teacher of record's classroom <sup>1</sup>	Highly Effective	Effective	Developing	Ineffective
0-.19				0
.20-.39				1
.40-.59				2
.60-.65			3	
.66-.69			4	
.70-.75			5	
.76-.79			6	
.80-.85			7	
.86-.90			8	
.91-.94		9		
.95-1.0		10		
1.1-1.2		11		
1.3-1.4		12		
1.5-1.6		13		
1.7-1.8		14		
1.9-2.0		15		
2.1-2.2		16		
2.3-2.4		17		
2.5-2.6	18			
2.7-2.8	19			
2.9-3.0	20			

- If a student exceeds the growth target, then 3 points will be assigned.\*
- If a student meets the growth target, then 2 points will be assigned.
- If a student approaches but does not meet the growth target, then 1 point will be assigned.\*
- If a student does not approach the growth target, then 0 points will be assigned.

\* "Approaching but not meeting target" and "exceeding the growth target" will be decided by the teacher, subject to the approval of the principal during the Fall. Regardless of the decision reached, the categories will be rigorous and comparable across classrooms.

NOTE: The 0-3 point scores listed in Table 2 above are the minimum values needed to receive the corresponding HEDI scores.

---

<sup>1</sup> All student scores will be averaged to determine the points to be earned by a teacher of record.

**Table 1 - Section 8.1**

**Local 15 Point Measure of Student Achievement or Growth**

(To be used upon the State's introduction of its Value-Added Growth Measure)

<b>% of students in the building/program meeting or exceeding their growth targets</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
0-8				0
9-17				1
18-25				2
26-30			3	
31-34			4	
35-39			5	
40-44			6	
45-49			7	
50-53		8		
54-57		9		
58-62		10		
63-67		11		
68-73		12		
74-79		13		
80-90	14			
91-100	15			

**Table 2 - Section 8.1**

**Local 20 Point Measure of Student Achievement or Growth**

<b>% of students in the building/program meeting or exceeding their growth targets</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
0-8				0
9-17				1
18-25				2
26-29			3	
30-33			4	
34-37			5	
38-41			6	
42-45			7	
46-49			8	
50-52		9		
53-55		10		
56-58		11		
59-61		12		
62-64		13		
65-68		14		
69-71		15		
72-75		16		
76-79		17		
80-85	18			
86-90	19			
91-100	20			

## Section 8.2

### Local 20 Point Measure of Student Achievement or Growth

% of students in the building meeting or exceeding their achievement targets or % of students in the building meeting or exceeding their growth targets	Highly Effective	Effective	Developing	Ineffective
0-8				0
9-17				1
18-25				2
26-29			3	
30-33			4	
34-37			5	
38-41			6	
42-45			7	
46-49			8	
50-52		9		
53-55		10		
56-58		11		
59-61		12		
62-64		13		
65-68		14		
69-71		15		
72-75		16		
76-79		17		
80-85	18			
86-90	19			
91-100	20			

**Section 6.2**  
**Teacher Improvement Plan**

1. Upon receiving a rating of “developing” or “ineffective”, a teacher shall be provided with a Teacher Improvement Plan (“TIP”). The TIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year. The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher. The Association President shall be informed of the BOCES’s intent to provide a TIP to a teacher within ten (10) school days of the teacher’s “developing” or “ineffective” rating. Whenever a teacher is placed on a TIP and with the agreement of the teacher, the Association President shall be provided with a copy of the TIP. The member shall be entitled to have a P/NW BOCES union representative at any meeting to discuss any aspect of the TIP.
2. A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve the goal of an effective rating; (iii) the frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned); (iv) how improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievement; and (v) the appropriate differentiated activities to support improvement, which should be directly connected to the areas specified as needing improvement in the observation/APPR evaluation.
3. The length of a TIP shall be a minimum of five (5) months in duration. In no event shall a TIP go beyond the end of the school year. A TIP shall be written on the form annexed hereto as Appendix A which shall be reviewed annually by the APPR Committee.
4. In the event that the administrator recommends coursework, it will be mutually agreed upon in advance; any tuition costs or registration fees shall be borne by the BOCES in their entirety for the professional development activity.
5. A teacher may appeal an APPR rating if the TIP was not implemented according to the timeline(s) or terms stated in the plan. See APPR Appeals Process (IId).
6. The BOCES will not take disciplinary action on the area(s) addressed by the TIP until a TIP has been fully implemented unless extraordinary circumstances develop after the initial development of the document. However, nothing herein shall prevent the BOCES from introducing into evidence an evaluation or a TIP in a subsequent disciplinary action.

7. If a member successfully appeals a Developing or Ineffective rating such that a TIP is no longer required under this section, the TIP shall be stopped immediately. A copy of the decision and the TIP will remain in the employee's personnel file.
8. No provision of this process shall limit the rights of an individual under applicable State or federal laws, or other provisions of the United Staff Association (USA) Collective Bargaining Agreement, or limit or reduce powers and duties of the District Superintendent and the Board of Education.
9. The signatures of the teacher, the union, and the administrator are required on the TIP.
10. After the implementation of the TIP in September, the administrator will formally evaluate progress on or about the following dates: November 15<sup>th</sup>, January 15<sup>th</sup>, and April 15<sup>th</sup>. Should a TIP be started after September, the interval between evaluations will be between two (2) to three (3) months. (Appendix B) These "Progress Reports" may not be appealed; instead, the teacher may provide a response to each report.
11. The culmination of the TIP will be communicated in writing to the teacher and signed by the teacher, the union, and the administrator. If the teacher is again rated as developing or ineffective, a new TIP will be developed by the teacher and the administrator as stated above. (Appendix C)
12. Also, at the end of the school year in which a TIP was in place, the administration shall provide the teacher with a summative evaluation in accordance with the APPR Plan.

**Appendix A**  
Putnam/Northern Westchester BOCES  
**Teacher Improvement Plan (TIP)**

Teacher's Full Name \_\_\_\_\_  
Department \_\_\_\_\_  
Work Location \_\_\_\_\_ Date of TIP \_\_\_\_\_

- 1) What are the area(s) in need of improvement?
- 2) What are the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve the goal of an effective rating?
- 3) List any appropriate differentiated activities to support improvement, which should be directly connected to the areas specified as needing improvement in the observation/APPR evaluation.
- 4) How will improvement be measured and monitored, and provide for periodic reviews of progress and goal achievement?
- 5) What is the frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned)?

Signatures completed at the TIP Meeting:

Teacher's Signature: _____	Date: _____
Administrator's Signature: _____	Date: _____
Union Rep.'s Signature: _____	Date: _____

**Send signed document to Director of Human Resources & Professional Development for additional routing.**

Signatures completed after the TIP Meeting\*:

Department Director: _____	Date: _____
USA Exec. Bd. Member: _____	Date: _____

\* Indicated Receipt Only, Employee may submit a rebuttal

\_\_\_\_\_ Additional Sheet(s) attached

Teacher's Response Attached

c: Personnel File  
Signatories

**Appendix B**  
Putnam/Northern Westchester BOCES  
Teacher Improvement Plan (TIP)  
**Progress Report**

Teacher's Full Name \_\_\_\_\_  
Department \_\_\_\_\_  
Work Location \_\_\_\_\_ Start of TIP \_\_\_\_\_

Progress Interval: (On or About Date)

November 15<sup>th</sup>                       January 15<sup>th</sup>                       April 15<sup>th</sup>

Evaluator's Comments:

Signatures completed following the Progress Report:

Teacher's Signature: _____	Date: _____
Administrator's Signature: _____	Date: _____
Union Rep.'s Signature: _____	Date: _____

**Send signed document to Director of Human Resources & Professional Development for additional routing.**

Signatures completed following the Progress Report\*:

Department Director: _____	Date: _____
USA Exec. Bd. Member: _____	Date: _____

\* Indicated Receipt Only, Employee may submit a rebuttal

\_\_\_\_\_ Additional Sheet(s) attached

Teacher Response Attached

c: Personnel File  
Signatories

**Appendix C**  
Putnam/Northern Westchester BOCES  
Teacher Improvement Plan (TIP)  
**Completion Report**

Teacher's Full Name \_\_\_\_\_  
Department \_\_\_\_\_  
Work Location \_\_\_\_\_ Start of TIP \_\_\_\_\_

Your performance on the Teacher Improvement Plan (TIP) was:

- Successfully completed
- Unsuccessfully completed

Evaluator's Comments:

Signatures completed at the TIP Meeting:

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Union Rep.'s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Send signed document to Director of Human Resources & Professional Development for additional routing.**

Signatures completed after the TIP Meeting\*:

Department Director: \_\_\_\_\_ Date: \_\_\_\_\_  
USA Exec. Bd. Member: \_\_\_\_\_ Date: \_\_\_\_\_

\* Indicated Receipt Only, Employee may submit a rebuttal

\_\_\_\_\_ Additional Sheet(s) attached

Teacher Response Attached

c: Personnel File  
Signatories

Section 9.7  
Local 60 Points Allocation

<b>Multidimensional Principal Performance Rubric</b>	<b>Points</b>
<b>Domain 1: Shared Vision of Learning</b>	<b>7</b>
a. Culture	3.5
b. Sustainability	3.5
<b>Domain 2: School Culture &amp; Instructional Program</b>	<b>22</b>
a. Culture	4
b. Instructional Program	5
c. Capacity Building	5
d. Sustainability	4
e. Strategic Planning Process	4
<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>	<b>17</b>
a. Capacity Building	4
b. Culture	4
c. Sustainability	4
d. Instructional Program	5
<b>Domain 4: Community</b>	<b>7</b>
a. Strategic Planning Process: Inquiry	3
b. Culture	1.5
c. Sustainability	2.5
<b>Domain 5: Integrity, Fairness, Ethics</b>	<b>5</b>
a. Sustainability	2.5
b. Culture	2.5
<b>Domain 6: Political, Social, Economic, Legal &amp; Cultural Context</b>	<b>2</b>
a. Sustainability	1
b. Culture	1
<b>TOTAL POINTS</b>	<b>60</b>

**APPR PRINCIPAL EVALUATION – Section 9.7**

**Putnam/Northern Westchester BOCES Local 60 Points Calculation Spreadsheet  
(With sample point allocation input)**

	Administrator Entry = H,E,D I* or I	=Points assigned	Total Possible Points = 100%	<i>Sub-totals</i>	Highly Effective = 100%	Effective = 96.0%	Developing = 88%	Ineffective* (I*) = 25%	Ineffective (I) = 0%
1a	H	3.50	3.50	50%	3.50	3.36	3.08	0.875	0
1b	E	3.36	3.50	50%	3.50	3.36	3.08	0.875	0
				<b>7 12%</b>					
2a	E	3.84	4.00	18%	4.00	3.84	3.52	1	0
2b	H	5.00	5.00	23%	5.00	4.80	4.40	1.25	0
2c	H	5.00	5.00	23%	5.00	4.80	4.40	1.25	0
2d	E	3.84	4.00	18%	4.00	3.84	3.52	1	0
2e	E	3.84	4.00	18%	4.00	3.84	3.52	1	0
				<b>22 37%</b>					
3a	E	3.84	4.00	24%	4.00	3.84	3.52	1	0
3b	H	4.00	4.00	24%	4.00	3.84	3.52	1	0
3c	E	3.84	4.00	24%	4.00	3.84	3.52	1	0
3d	E	4.80	5.00	29%	5.00	4.80	4.40	1.25	0
				<b>17 28%</b>					
4a	E	2.88	3.00	43%	3.00	2.88	2.64	0.75	0
4b	E	1.44	1.50	21%	1.50	1.44	1.32	0.375	0
4c	E	2.40	2.50	36%	2.50	2.40	2.20	0.625	0
				<b>7.00 12%</b>					
5a	E	2.40	2.50	50%	2.50	2.40	2.20	0.625	0
5b	D	2.20	2.50	50%	2.50	2.40	2.20	0.625	0
				<b>5.00 8%</b>					
6a	I*	0.25	1.00	50%	1.00	0.96	0.88	0.25	0
6b	E	0.96	1.00	50%	1.00	0.96	0.88	0.25	0
				<b>2.00 3%</b>					
<b>Raw Score</b>		<b>57.39</b>	<b>60.00</b>	<b>60 100%</b>	<b>60.00</b>	<b>57.60</b>	<b>52.80</b>	<b>15</b>	<b>0</b>
<b>Final Total</b>	<b>E</b>	<b>57.00</b>							

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If a raw score contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the principal’s Local 60 Point rubric rating. In no instance will rounding rules cause an administrator to move into another performance category.

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature: Date:

*James T. Langford* 3/7/14

Teachers Union President Signature: Date:

*Douglas P. Andrews* 3/7/14

Administrative Union President Signature: Date:

*Robert E. Kellerman* 3/7/14

Board of Education President Signature: Date:

*R. P. [Signature]* 3/7/14