



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

Commissioner of Education
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November 14, 2012

Dr. Barbara Nuzzi, Superintendent
Putnam Valley Central School District
146 Peekskill Hollow Road
Putnam Valley, NY 10579

Dear Superintendent Nuzzi:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: James T. Langlois

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, June 20, 2012

Updated Friday, September 28, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 480503040000

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

480503040000

1.2) School District Name: PUTNAM VALLEY CSD

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

PUTNAM VALLEY CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, June 20, 2012

Updated Tuesday, November 13, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Reading Enterprise
2	State-approved 3rd party assessment	STAR Reading 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The HEDI growth target categories will be determined by the percentage of individual students maintaining or
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	advancing in their levels. For the comparable growth measure, the principal and teacher will determine individual student baseline performance (pre-assessment) as well as end of year performance (post-assessment), based on trend data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must maintain or advance in their levels (18: 84-86%, 19: 87-89%, 20: 90-100%).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must maintain or advance in their levels (9: 70-71%, 10: 72-73%, 11: 74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must maintain or advance in their levels (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must maintain or advance in their levels (0: 0-50%, 1: 51-55%, 2: 56-59%)

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 Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The HEDI growth target categories will be determined by the percentage of individual students maintaining or advancing in their targets. For the comparable growth measure, the principal and teacher will determine individual student baseline performance (pre-assessment) as well as end of year performance (post-assessment), based on trend data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must maintain or advance in their levels (18: 84-86%, 19: 87-89%, 20: 90-100%).

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must maintain or advance in their levels (9: 70-71%, 10: 72-73%, 11:74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must maintain or advance in their levels (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must maintain or advance in their levels (0: 0-50%, 1: 51-55%, 2: 56-59%)

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Putnam Valley Central School District developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Putnam Valley Central School District developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The HEDI growth target categories will be determined by the percentage of individual students maintaining or advancing in their levels. For the comparable growth measure, the principal and teacher will determine individual student baseline performance (pre-assessment) as well as end of year performance (post-assessment), based on trend data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must maintain or advance in their levels (18: 84-86%, 19: 87-89%, 20: 90-100%).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must maintain or advance in their levels (9: 70-71%, 10: 72-73%, 11:74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must maintain or advance in their levels (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)

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

In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must maintain or advance in their levels (0: 0-50%, 1: 51-55%, 2: 56-59%)

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Putnam Valley Central School District developed Grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Putnam Valley District developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Putnam Valley District developed Grade 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The HEDI growth target categories will be determined by the percentage of individual students maintaining or advancing in their levels. For the comparable growth measure, the principal and teacher will determine individual student baseline performance (pre-assessment) as well as end of year performance (post-assessment), based on trend data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must maintain or advance in their levels (18: 84-86%, 19: 87-89%, 20: 90-100%).
Effective (9 - 17 points) Results meet District goals for similar students.	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must maintain or advance in their levels (9: 70-71%, 10: 72-73%, 11: 74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)
Developing (3 - 8 points) Results are below District goals for similar students.	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must maintain or advance in their levels (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must maintain or advance in their levels (0: 0-50%, 1: 51-55%, 2: 56-59%)

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	Putnam Valley Central School District developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The HEDI categories growth target will be determined by the percentage of individual students maintaining or advancing in their levels. For the comparable growth measure, the principal and teacher will determine individual student baseline performance (pre-assessment) as well as end of year performance (post-assessment), based on trend data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must maintain or advance in their levels (18: 84-86%, 19: 87-89%, 20: 90-100%).
Effective (9 - 17 points) Results meet District goals for similar students.	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must maintain or advance in their levels (9: 70-71%, 10: 72-73%, 11:74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)
Developing (3 - 8 points) Results are below District goals for similar students.	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must maintain or advance in their levels (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must maintain or advance in their levels (0: 0-50%, 1: 51-55%, 2: 56-59%)

2.7) High School Science Regents Courses

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

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

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

Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The HEDI growth target categories will be determined by the percentage of individual students maintaining or advancing in their levels. For the comparable growth measure, the principal and teacher will determine individual student baseline performance (pre-assessment) as well as end of year performance (post-assessment), based on trend data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must maintain or advance in their levels (18: 84-86%, 19: 87-89%, 20: 90-100%).
Effective (9 - 17 points) Results meet District goals for similar students.	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must maintain or advance in their levels (9: 70-71%, 10: 72-73%, 11:74-75%, 12: 76-77%, 13: 78-79%, 14:
Developing (3 - 8 points) Results are below District goals for similar students.	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must maintain or advance in their levels (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must maintain or advance in their levels (0: 0-50%, 1: 51-55%, 2: 56-59%)

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	The HEDI growth target categories will be determined by the percentage of individual students maintaining or advancing in their levels. For the comparable growth
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graphic at 2.11, below.	measure, the principal and teacher will determine individual student baseline performance (pre-assessment) as well as end of year performance (post-assessment), based on trend data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must maintain or advance in their levels (18: 84-86%, 19: 87-89%, 20: 90-100%).
Effective (9 - 17 points) Results meet District goals for similar students.	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must maintain or advance in their levels (9: 70-71%, 10: 72-73%, 11:74-75%, 12: 76-77%, 13: 78-79%, 14:
Developing (3 - 8 points) Results are below District goals for similar students.	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must maintain or advance in their levels (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must maintain or advance in their levels (0: 0-50%, 1: 51-55%, 2: 56-59%)

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	Putnam Valley Central School District developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Putnam Valley Central School District developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The HEDI growth target categories will be determined by the percentage of individual students maintaining or advancing in their levels. For the comparable growth measure, the principal and teacher will determine individual student baseline performance (pre-assessment) as well as end of year performance (post-assessment), based on trend data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must maintain or advance in their levels (18: 84-86%, 19: 87-89%, 20: 90-100%).

Effective (9 - 17 points) Results meet District goals for similar students.	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must maintain or advance in their levels (9: 70-71%, 10: 72-73%, 11:74-75%, 12: 76-77%, 13: 78-79%, 14:
Developing (3 - 8 points) Results are below District goals for similar students.	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must maintain or advance in their levels (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must maintain or advance in their levels (0: 0-50%, 1: 51-55%, 2: 56-59%)

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Studio in Art	District, Regional or BOCES-developed	PVCSD developed assessment in Photography, Studio in Art and Ceramics
Chemistry H, Physics H, General Chemistry, Biology H, Earth Science	District, Regional or BOCES-developed	PVCSD developed assessment in Chemistry H, Physics H, General Chemistry, Biology H, Earth Science
Advanced Placement US History, Global History 9, Global 1 H, Participation in Government, Economics	District, Regional or BOCES-developed	PVCSD developed assessment in Advanced Placement US History, Global History 9, Global 1 H, Participation in Government, Economics
Advanced Placement Spanish	District, Regional or BOCES-developed	PVCSD developed assessment in Advanced Placement Spanish
Heroes (English Elective)	District, Regional or BOCES-developed	PVCSD developed assessment in English Elective Heroes
Psychology	District, Regional or BOCES-developed	PVCSD developed assessment in Psychology
English 9 H	District, Regional or BOCES-developed	PVCSD developed assessment in English 9H
English 10 H	District, Regional or BOCES-developed	PVCSD developed assessment in English 10H
Humanities	District, Regional or BOCES-developed	PVCSD developed assessment in Humanities

	d	
Health	District, Regional or BOCES-developed	PVCSD developed assessment in Health
Spanish 4	District, Regional or BOCES-developed	PVCSD developed assessment in Spanish 4
Spanish 4 H	District, Regional or BOCES-developed	PVCSD developed assessment in Spanish 4H
Spanish 2	District, Regional or BOCES-developed	PVCSD developed assessment in Spanish 2
Spanish 3 H	District, Regional or BOCES-developed	PVCSD developed assessment in Spanish 3H
Spanish 3	District, Regional or BOCES-developed	PVCSD developed assessment in Spanish 3
Statistics	District, Regional or BOCES-developed	PVCSD developed assessment in Statistics
Introduction to Algebra, Precalculus	District, Regional or BOCES-developed	PVCSD developed assessment in Introduction to Algebra, Precalculus,
Concert Chorus	District, Regional or BOCES-developed	PVCSD developed assessment in Concert Chorus
Wind Ensemble	District, Regional or BOCES-developed	PVCSD developed assessment in Wind Ensemble
Physical Education	District, Regional or BOCES-developed	PVCSD developed assessment in Physical Education

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

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

The HEDI growth target categories will be determined by the percentage of individual students maintaining or advancing in their levels. For the comparable growth

graphic at 2.11, below.	measure, the principal and teacher will determine individual student baseline performance (pre-assessment) as well as end of year performance (post-assessment), based on trend data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must maintain or advance in their levels (18: 84-86%, 19: 87-89%, 20: 90-100%).
Effective (9 - 17 points) Results meet District goals for similar students.	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must maintain or advance in their levels (9: 70-71%, 10: 72-73%, 11:74-75%, 12: 76-77%, 13: 78-79%, 14:
Developing (3 - 8 points) Results are below District goals for similar students.	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must maintain or advance in their levels (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must maintain or advance in their levels (0: 0-50%, 1: 51-55%, 2: 56-59%)

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

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

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

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

The adjustments for comparable growth measures will include students with disabilities and English language learners. The achievement target for SWD's and ELL's shall be based upon baseline SLO testing and historical data.

2.13) Teachers with more than one growth measure

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

grade math courses.)

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Acuity
5	4) State-approved 3rd party assessments	Acuity
6	4) State-approved 3rd party assessments	Acuity
7	4) State-approved 3rd party assessments	Acuity
8	4) State-approved 3rd party assessments	Acuity

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine each groups aggregate growth target performance together for the pre- and post assessment based on historical data.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 14-15 points for a highly effective rating, 80-100% of their students must maintain or advance in their levels (14: 80-90%, 15: 91-100%)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 8-13 points for an effective rating, 41-79% of their students must maintain or advance in their levels (8: 41-47%, 9: 48-54%, 10: 55-61%, 11: 62-68%, 12: 69-74%, 13: 75-79%)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-7 points for a developing rating, 29-40% of their students must maintain or advance in their levels (3: 29-30%, 4: 31-32%, 5: 33-34%, 6: 35-37%, 7: 38-40%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-28% of their students must maintain or advance in their levels (0: 0-9%, 1: 10-19%, 2: 20-28%)

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Acuity Grade 4 Math
5	4) State-approved 3rd party assessments	Acuity Grade 5 Math
6	4) State-approved 3rd party assessments	Acuity Grade 6 Math
7	4) State-approved 3rd party assessments	Acuity Grade 7 Math
8	4) State-approved 3rd party assessments	Acuity Grade 8 Math

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine each groups aggregate growth target performance together for the pre and post assessment based on historical data.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 14-15 points for a highly effective rating, 80-100% of their students must maintain or advance in their levels (14: 80-90%, 15: 91-100%)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 8-13 points for an effective rating, 41-79% of their students must maintain or advance in their levels (8: 41-47%, 9: 48-54%, 10: 55-61%, 11: 62-68%, 12: 69-74%, 13: 75-79%)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-7 points for a developing rating, 29-40% of their students must maintain or advance in their levels (3: 29-30%, 4: 31-32%, 5: 33-34%, 6: 35-37%, 7: 38-40%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-28% of their students must maintain or advance in their levels (0: 0-9%, 1: 10-19%, 2: 20-28%)

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.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Reading Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	4) State-approved 3rd party assessments	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.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine each groups aggregate growth target performance together for the pre- and post assessment based on historical data.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must maintain or advance in their levels (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must maintain or advance in their levels (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must maintain or advance in their levels (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46%, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must maintain or advance in their levels (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Math Enterprise
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	STAR Math 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.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine each groups aggregate growth target performance together for the pre- and post assessment based on historical data.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must maintain or advance in their levels (18: 80-84%, 19: 85-90%, 20: 91-100%)

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must maintain or advance in their levels (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must maintain or advance in their levels (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46%, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must maintain or advance in their levels (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES—developed assessments	PVCSD developed assessment in Grade 6 Science
7	5) District, regional, or BOCES—developed assessments	PVCSD developed assessment in Grade 7 Science
8	5) District, regional, or BOCES—developed assessments	PVCSD developed assessment in Grade 8 Science

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.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine each groups aggregate growth target performance together for the pre- and post assessment based on historical data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must maintain or advance in their levels (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must maintain or advance in their levels (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%) 75-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must maintain or advance in their levels (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must maintain or advance in their levels (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	PVCSD developed assessment in Grade 6 Social Studies
7	5) District, regional, or BOCES–developed assessments	PVCSD developed assessment in Grade 7 Social Studies
8	5) District, regional, or BOCES–developed assessments	PVCSD developed assessment in Grade 8 Social Studies

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine each groups aggregate growth target performance together for the pre- and post assessment based on historical data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must maintain or advance in their levels (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must maintain or advance in their levels (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%) 75-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must maintain or advance in their levels (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must maintain or advance in their levels (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	PVCSD developed assessment in Global 1
Global 2	7) Student Learning Objectives	Regents Examination in Global 2
American History	7) Student Learning Objectives	Regents Examination in American History

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.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine the groups aggregate growth target performance together for the pre- and post assessment based on historical data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must maintain or advance in their levels (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must maintain or advance in their levels (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must maintain or advance in their levels (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must maintain or advance in their levels (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	Living Environment Regents Examination

Earth Science	7) Student Learning Objectives	Earth Science Regents Examination
Chemistry	7) Student Learning Objectives	Chemistry Regents Examination
Physics	7) Student Learning Objectives	Physics Regents Examination

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine each groups aggregate growth target performance together for the pre- and post assessment based on historical data.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must maintain or advance in their levels (18: 80-84%, 19: 85-90%, 20: 91-100%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must maintain or advance in their levels (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46, 8: 47-49%)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must maintain or advance in their levels (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must maintain or advance in their levels (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	Algebra 1 Regents
Geometry	7) Student Learning Objectives	Geometry Regents
Algebra 2	7) Student Learning Objectives	Algebra 2 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine each groups aggregate growth target performance together for the pre- and post assessment based on historical data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must maintain or advance in their levels (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must maintain or advance in their levels (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for an effective rating, 31-49% of their students must maintain or advance in their levels (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46%, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must maintain or advance in their levels (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	7) Student Learning Objectives	PVCSD developed Grade 9 ELA assessment
Grade 10 ELA	7) Student Learning Objectives	PVCSD developed Grade 10 ELA assessment
Grade 11 ELA	7) Student Learning Objectives	Comprehensive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine each groups aggregate growth target performance together for the pre- and post assessment based on historical data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must maintain or advance in their levels (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must maintain or advance in their levels (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for an effective rating, 31-49% of their students must maintain or advance in their levels (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 41-46%, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must maintain or advance in their levels (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Studio in Art	7) Student Learning Objectives	PVCSD developed assessments in Photography, Studio in Art
Physical Education	7) Student Learning Objectives	PVCSD developed assessment in Ceramics
Chemistry H, Physics H, General Chemistry	7) Student Learning Objectives	PVCSD developed assessments in Chemistry H, Physics H, General Chemistry
Advanced Placement US History	7) Student Learning Objectives	PVCSD developed assessment in Advanced Placement US History
Advanced Placement Spanish	7) Student Learning Objectives	PVCSD developed assessment in Advanced Placement Spanish
Heroes (English Elective)	7) Student Learning Objectives	PVCSD developed assessment in Heroes
Psychology	7) Student Learning Objectives	PVCSD developed assessment in Psychology
English 9 H	7) Student Learning Objectives	PVCSD developed assessment in English 9H
English 10 H	7) Student Learning Objectives	PVCSD developed assessment in English 10H
Humanities	7) Student Learning Objectives	PVCSD developed assessment in Humanities

Health	7) Student Learning Objectives	PVCSD developed assessment in Health
Spanish 4 H	7) Student Learning Objectives	PVCSD developed assessment in Spanish 4H
Spanish 4	7) Student Learning Objectives	PVCSD developed assessment in Spanish 4
Spanish 2	7) Student Learning Objectives	PVCSD developed assessment in Spanish 2
Spanish 3 H	7) Student Learning Objectives	PVCSD developed assessment in Spanish 3H
Spanish 3	7) Student Learning Objectives	PVCSD developed assessment in Spanish 3
Statistics	7) Student Learning Objectives	PVCSD developed assessment in Statistics
Introduction to Algebra, Precalculus	7) Student Learning Objectives	PVCSD developed assessment in Introduction to Algebra, Precalculus
Concert Chorus, Wind Ensemble	7) Student Learning Objectives	PVCSD developed assessments in Concert Chorus, Wind Ensemble

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.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine each groups aggregate growth target performance together for the pre- and post assessment based on historical data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must maintain or advance in their levels (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must maintain or advance in their levels (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for an effective rating, 31-49% of their students must maintain or advance in their levels (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46%, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must maintain or advance in their levels (0: 0-25%, 1: 26-28%, 2: 29-30%)

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.

(No response)

3.14) Locally Developed Controls

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

The adjustments for comparable growth measures will include students with disabilities and English language learners. The achievement target for SWD's and ELL's shall be based upon baseline SLO testing and historical data.

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.

Equal weighting will be given to both.

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, June 26, 2012

Updated Thursday, August 30, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	46
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	14

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

This will be based on the Danielson 2011 Revised Framework for Teaching Rubric with associated components and formally negotiated point allocation for each teaching domain.

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.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	54-60 points based on the Danielson rubric and associated components.
Effective: Overall performance and results meet NYS Teaching Standards.	45-53 points based on the Danielson rubric and associated components.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	39-44 points based on the Danielson rubric and associated components.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-38 points based on the Danielson rubric and associated components.

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, June 26, 2012

Updated Thursday, August 30, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, June 26, 2012

Updated Wednesday, October 17, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/145839-Df0w3Xx5v6/2012 TIP.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:

As per the Memorandum of Agreement between the Putnam Valley Federation of Teachers and the Putnam Valley Central School District, an appeal of an APPR evaluation or rating pursuant, must be commenced within fourteen business days from receipt of the documentation or within fourteen days of the presentation of the final document to the teacher if no document request is made to the district. The district will ensure that the appeals process will occur in a timely and expeditious manner as stated in Regents Rules 30-2.11(b).

The appeal must be brought in writing, specifying the area(s) of concern, as prescribed in Section 30-c of the Education Law as outlined below:

1. the substance of the annual professional performance review;
2. the District's adherence to the standards and methodologies required for such reviews;
3. the District's adherence to the regulations of the Commissioner and compliance with the procedure for conducting such evaluations.
4. the District's issuance and/or implementation of the terms of the TIP.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

All evaluators and lead evaluator (Superintendent) have undergone extensive Danielson 2011 Framework for Teaching Training. This training consisted of 22 hours of training and an end assessment to certify them as evaluators. In order to ensure inter-rater reliability, all evaluators and lead evaluator reviewed and analyzed certification assessment together.

In order to re-certify evaluators yearly, the Superintendent of Schools will ensure continuous and consistent lead evaluator and evaluator training throughout the school year. This will be accomplished by meeting with the lead evaluators and evaluators on a monthly basis to review the APPR requirements as well as to ensure inter-rater reliability.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

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, June 26, 2012

Updated Monday, November 05, 2012

Page 1

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

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

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

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

5-8
9-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Putnam Valley K-4	State-approved 3rd party assessment	STAR Enterprise Early Literacy, Reading and Math in Grade K-2
Putnam Valley K-4	State assessment	The NYSED ELA and Math assessments will be used in Grades 3 and 4

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The HEDI growth target categories will be determined by the percentage of individual students maintaining or advancing in their targets. For the comparable growth measure, the principal and teacher will determine individual student baseline performance (pre-assessment) as well as end of year performance (post-assessment), based on trend data. For grade three in ELA and Math, the principal and teacher will determine individual student growth target and develop SLO's based on NYSED pre-assessment performance data analysis.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	In order for an administrator to receive 18-20 points for a highly effective rating, 84-100% of their teachers students must maintain or advance in their levels (18: 84-86%, 19: 87-89%, 20: 90-100%).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	In order for an administrator to receive 9-17 points for an effective rating, 70-83% of their teachers students must maintain or advance in their levels (9: 70-71%, 10: 72-73%, 11:74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their teachers students must maintain or advance in their levels (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must maintain or advance in their

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

The adjustments for comparable growth measures will include students with disabilities and English language learners. The achievement target for SWD's and ELL's shall be based upon baseline SLO testing and historical data.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

8. Local Measures (Principals)

Created Tuesday, June 26, 2012

Updated Wednesday, October 17, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Grades 5-8	(a) achievement on State assessments	NYSED assessments in ELA and Math
Grades 5-8	(d) measures used by district for teacher evaluation	Acuity in ELA and Math
Grades 5-8	(d) measures used by district for teacher evaluation	PVCSD developed assessments in SS and Science
Grades 5-8	(d) measures used by district for teacher evaluation	PVCSD assessments in Art, Music, P.E., Health, Technology
Grades 9-12	(d) measures used by district for teacher evaluation	Comprehensive English Regents, Algebra I, Geometry, Algebra 2 Regents, Living Environment, Earth Science, Chemistry, Physics Regents, Global 2, American History Regents
Grades 9-12	(d) measures used by district for teacher evaluation	PVCSD developed assessments in Art, Chemistry H, Physics H, General Chemistry, Advanced Placement US History, Advanced Placement Spanish, Heroes (English Elective), Psychology, English 9 H, English 10 H, Humanities, Health, Spanish 4 H, Spanish 4, Spanish 2, Spanish 3H, Spanish 3, Statistics, Introduction to Algebra, Precalculus, Physical Education and Music

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine the aggregate growth target performance together for the pre and post assessment based on historical data.
---	--

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a principal to receive 14-15 points for a highly effective rating, 80-100% of their teachers students must maintain or advance in their levels (14: 80-90%, 15: 91-100%)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 8-13 points for an effective rating, 41-79% of their teachers students must maintain or advance in their levels (8: 41-47%, 9: 48-54%, 10: 55-61%, 11: 62-68%, 12: 69-74%, 13: 75-79%)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-7 points for a developing rating, 29-40% of their teachers students must maintain or advance in their levels (3: 29-30%, 4: 31-32%, 5: 33-34%, 6: 35-37%, 7: 38-40%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-28% of their teachers students must maintain or advance in their levels (0: 0-9%, 1: 10-19%, 2: 20-28%)

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Grades K-4	(a) achievement on State assessments	NYSED assessments in ELA and Math
Grades K-4	(d) measures used by district for teacher evaluation	Acuity in ELA and Math
Grades K-4	(d) measures used by district for teacher evaluation	PVCSD developed assessments in SS and Science
Grades K-4	(d) measures used by district for teacher evaluation	PVCSD assessments in Art, Music, P.E., Health, Technology

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The HEDI growth target categories will be determined by the percentage of students maintaining or advancing in their levels. The principal and teacher will determine the aggregate growth target performance together for the pre and post assessment based on historical data.
---	--

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a principal to receive 18-20 points for a highly effective rating, 80-100% of their teachers students must maintain or advance in their levels (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their teachers students must maintain or advance in their levels (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76%-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their teachers students must maintain or advance in their levels (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7:44-46%, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their teachers students must maintain or advance in their levels (0: 0-25%, 1: 26-28%, 2: 29-30%)

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.

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8.3) Locally Developed Controls

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

The adjustments for comparable growth measures will include students with disabilities and English language learners. The achievement target for SWD's and ELL's shall be based upon baseline SLO testing and historical data.

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.

Averaging the locally selected measures from teachers to provide the principal with one score.

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, June 26, 2012

Updated Tuesday, October 09, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Based on the criteria in the multi-dimensional principal performance rubric (MPPR). Please see the attached document below which indicates all the dimensions of the multi-dimensional principal performance rubric which will be utilized to determine the correct HEDI ratings.

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

[assets/survey-uploads/5143/145834-pMADJ4gk6R/2012 MPPR.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	Based on MPPR rubric evidence criteria: 54-60 points. In order to receive a rating of 54-60 (highly effective) on the "other measure of effectiveness", a principal would need to score within the highly effective range of the MPPR rubric on all six of it's domains: including shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; political, social, economic, legal and cultural context.
Effective: Overall performance and results meet standards.	Based on MPPR rubric evidence criteria: 45-53 points. In order to receive a rating of 45-53 (effective) on the "other measure of effectiveness", a principal would need to score within the highly effective range of the MPPR rubric on all six of it's domains: including shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; political, social, economic, legal and cultural context.
Developing: Overall performance and results need improvement in order to meet standards.	Based on MPPR rubric evidence criteria: 39-44 points. In order to receive a rating of 39-44 (developing) on the "other measure of effectiveness", a principal would need to score within the highly effective range of the MPPR rubric on all six of it's domains: including shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; political, social, economic, legal and cultural context.
Ineffective: Overall performance and results do not meet standards.	Based on MPPR rubric evidence criteria: 0-38 points. In order to receive a rating of 0-38 (ineffective) on the "other measure of effectiveness", a principal would need to score within the highly effective range of the

MPPR rubric on all six of its domains: including shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; political, social, economic, legal and cultural context.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, June 26, 2012

Updated Tuesday, October 09, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, June 26, 2012

Updated Thursday, October 25, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/145837-Df0w3Xx5v6/2012 PIP Plan Attachment A.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A principal who receives an ineffective or developing rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the mutually agreed upon designee of the Superintendent of Schools. The appeal must be brought in writing, specifying the areas of concern, but limited to those matters that may be appealed as prescribed by Section 3012-c of the Education Law. An appeal of an evaluation or a PIP must be commenced within fourteen days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards. The superintendent's designee 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 two weeks 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 superintendent of schools within two weeks of receipt of the superintendent's designee's decision upon the appeal. The decision of the 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 in arbitration, before any administrative agency or in any court of law.

The timeline will be expeditious in according to Ed Law 3012-c.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

All lead evaluators have gone through extensive training on all components of the new APPR system in place at the PVCSD. The lead evaluators, evaluators and superintendent of schools will review criteria and implementation of the plan together on a bi-monthly basis to ensure consistent implementation of the plan. During these bi-monthly meetings, scheduled throughout the school year, the lead evaluators, evaluators and superintendent will view videos from observations, complete classroom walk-throughs together and review and analyze observations completed, in order to ensure continuous inter-rater reliability of the teacher observations and the APPR plan. As a result of these bi-monthly meetings, the Superintendent of Schools will ensure the annual re-certification of the Lead Evaluators and 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, June 26, 2012

Updated Tuesday, November 13, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/145835-3Uqgn5g9Iu/2012 District Certification Form-Signed.pdf](assets/survey-uploads/5581/145835-3Uqgn5g9Iu/2012%20District%20Certification%20Form-Signed.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.

**SUPPLEMENTAL MEMORANDUM OF AGREEMENT –
Teacher Practice Rubric- 2012-13**

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE PUTNAM VALLEY CENTRAL SCHOOL DISTRICT, hereinafter “The District” and THE PUTNAM VALLEY FEDERATION OF TEACHERS’ hereinafter PVFT”;

WHEREAS, the District and the PVFT have entered into negotiations pursuant to State Education Law §3012-c regarding annual professional performance reviews of classroom teachers and building principals, and the parties mutually agree to use the Danielson Framework for Teaching (2011 Revised Edition) as the rubric for all classroom teachers as defined in Part 30-2.2(d) of the Regents Rules for the 2012-13 school year.

In addition, the parties have mutually agreed to the following point allocations for the Local 60 Points in the Final Summative Evaluation for the 2012-13 school year for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules.

Danielson 2011 Revised Framework for Teaching		Points
1. PLANNING & PREPARATION: 15 Points		
1a: Demonstrating Knowledge of Content and Pedagogy.		4
1b: Demonstrating Knowledge of Students.		2
1c: Setting Instructional Outcomes.		2
1d: Demonstrating Knowledge of Resources.		3
1e: Designing Coherent Instruction.		2
1f: Designing Student Assessments.		2
2. THE CLASSROOM ENVIRONMENT: 11 Points		
2a: Creating an Environment of Respect and Rapport.		3
2b: Establishing A Culture for Learning.		3
2c: Managing Classroom Procedures.		3
2d: Managing Student Behavior.		3
2e: Organizing Physical Space.		2
3. INSTRUCTION: 19 Points		
3a. Communicating with Students.		3
3b. Using Questioning and Discussion Techniques.		4
3c. Engaging Students in Learning.		4
3d. Using Assessment in Instruction.		3
3e. Demonstrating Flexibility & Responsiveness.		3
4. PROFESSIONAL RESPONSIBILITIES: 11 Points		
4a. Reflecting on Teaching.		4
4b. Maintaining Accurate Records.		2
4c. Communicating with Families.		2
4d. Participating in a Professional Community.		2
4e. Growing and Developing Professionally.		2
4f. Showing Professionalism.		2
Total Points:		60

*ms 5/3/12
 5/3/12*

The parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:

1. If a sub-domain is worth 4 points, then points will be designated as follows:
 - a. A "Highly Effective" rating shall receive 4 points
 - b. An "Effective" rating shall receive 3.5 points
 - c. A "Developing" rating shall receive 3 points
 - d. An "Ineffective" rating shall receive 0 points

2. If a sub-domain is worth 3 points, then points will be designated as follows:
 - a. A "Highly Effective" rating shall receive 3 points
 - b. An "Effective" rating shall receive 2.5 points
 - c. A "Developing" rating shall receive 2 point
 - d. An "Ineffective" rating shall receive 0 points

3. If a sub-domain is worth 2 points, then points will be designated as follows:
 - a. A "Highly Effective" rating shall receive 2 points
 - b. An "Effective" rating shall receive 1.75 points
 - c. A "Developing" rating shall receive 1.5 point
 - d. An "Ineffective" rating shall receive 0 points.

4. If a sub-domain is worth 1 point, then points will be designated as follows:
 - e. A "Highly Effective" rating shall receive 1 points
 - f. An "Effective" rating shall receive 0.5 points
 - g. A "Developing" rating shall receive 0.25 point
 - h. An "Ineffective" rating shall receive 0 points

WHEREAS, the parties further agree the Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges for the 2012-13 school years:

Rating	Point Range
Highly Effective	54-60
Effective	45-53
Developing	39- 44
Ineffective	0-38

Notwithstanding the above, the parties agree to reexamine the point distributions and HEDI Bands, and if desired, to make adjustments thereto at the at the end of the 2012-13 school year or before that date if there are changes to the State's composite scoring bands.

NOW, THEREFORE, the parties mutually agree to delineate the Local 60 Points and HEDI bands as described hereinabove for the 2012-13 school year for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules. These provisions shall be incorporated into the District's APPR plan document.

THE DISTRICT

By: Barbara Judd

Date: 5/12/12

THE PVFT

By: MU

Date: 5/11/12

(50) 5/3/12

no
5/3/12

APPENDIX D (Sample)

Principal: _____ **School:** _____ **Date:** _____

MPPR-Multidimensional Professional Performance Review

<u>DOMAIN 1 – SHARED VISION OF LEARNING</u>				
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
	H	E	D	I
A. Collaboratively develops and implements a shared vision and mission				
B. School vision and mission are linked to District goals				
C. School vision and mission are linked to school programs and policies				
D. Process and structure are in place for continuous improvement				
<u>Evidence:</u>				

<u>DOMAIN 2 –SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM</u>				
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
	H	E	D	I
A. Promotes teaming and common planning to help teachers improve their teaching practice				
B. Develops a culture of collaboration, encouraging staff to work together				

B. Develops a culture of collaboration, encouraging staff to work together to improve learning				
C. Creates a learning environment that involves students in meaningful relevant learning connected to their experiences				
D. Creates a comprehensive, rigorous, and coherent curricular program				
E. Supervises instruction				
F. Minimizes disruption to instruction time				
G. Develops the instructional and leadership capacity of staff				
H. Promotes the use of the most effective technology				
I. Develops assessments to monitor student progress				
J. Gathers input to monitor and evaluate the impact of the instructional program				
<u>Evidence:</u>				

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT

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

	H	E	D	I
A. Obtains, allocates, aligns and utilizes human, fiscal and technological resources				
B. Develops the capacity for distributed leadership				
C. Protects the welfare and safety of students and staff				
D. Monitors, evaluates, and revises management and operational systems				
D. Ensures teacher and organizational time is focused to support student learning				

Evidence:

DOMAIN 4 – COMMUNITY

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

	H	E	D	I
A. Collects and analyzes data and uses it to make related improvements				
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
C. Builds and sustains positive relationships with families and caregivers				

Evidence:

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS

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

	H	E	D	I
A. Ensures a system of accountability for each student's academic and social success				
B. Considers and evaluates the potential moral and legal consequences of decision making				
C. Thoughtfully considers and upholds mandates to preserve the integrity of the school				
D. Models principles of self awareness, reflective practice, and ethical behavior				

E. Safeguards the values of democracy, equity, and diversity				
F. Promotes social justice and ensures that student needs inform all aspects of schooling				
<u>Evidence:</u>				

<u>DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT</u>				
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
	H	E	D	I
A. Acts to influence local, district, state, and national decisions affecting student learning				
B. Assesses, analyzes, and anticipates trends in order to adapt leadership strategies				
C. Advocates for children, families, and caregivers				
<u>Evidence:</u>				

APPENDIX A - Multidimensional Principal Performance Rubric

Multidimensional Principal Performance Rubric	Points
Domain 1: Shared Vision of Learning	6.00
a. Culture	3.00
b. Sustainability	3.00
Domain 2: School Culture & Instructional Program	20.00
a. Culture	4.00
b. Instructional Program	4.00
c. Capacity Building	4.00
d. Sustainability	4.00
e. Strategic Planning Process	4.00
Domain 3: Safe, Efficient, Effective Learning Environment	20.00
a. Capacity Building	5.00
b. Culture	5.00
c. Sustainability	5.00
d. Instructional Program	5.00
Domain 4: Community	7.00
a. Strategic Planning Process: Inquiry	3.00
b. Culture	2.00
c. Sustainability	2.00
Domain 5: Integrity, Fairness, Ethics	5.00
a. Sustainability	2.50
b. Culture	2.50
Domain 6: Political, Social, Economic, Legal & Cultural Context	2.00
a. Sustainability	1.00
b. Culture	1.00
TOTAL POINTS	60.00

APPENDIX A – (Cont.)

DOMAINS AND ELEMENTS	Highly Effective	Effective	Developing	Ineffective
Domain 1: Shared Vision of Learning				
a. Culture	3.00	2.85	2.40	0.00
b. Sustainability	3.00	2.85	2.40	0.00
Domain 2: School Culture & Instructional Program				
a. Culture	4.00	3.80	3.20	0.00
b. Instructional Program	4.00	3.80	3.20	0.00
c. Capacity Building	4.00	3.80	3.20	0.00
d. Sustainability	4.00	3.80	3.20	0.00
e. Strategic Planning Process	4.00	3.80	3.20	0.00
Domain 3: Safe, Efficient, Effective Learning Environment				
a. Capacity Building	5.00	4.80	4.00	0.00
b. Culture	5.00	4.80	4.00	0.00
c. Sustainability	5.00	4.80	4.00	0.00
d. Instructional Program	5.00	4.80	4.00	0.00
Domain 4: Community				
a. Strategic Planning Process: Inquiry	3.00	2.85	2.40	0.00
b. Culture	2.00	1.90	1.60	0.00
c. Sustainability	2.00	1.90	1.60	0.00
Domain 5: Integrity, Fairness, Ethics				
a. Sustainability	2.50	2.40	2.00	0.00
b. Culture	2.50	2.40	2.00	0.00
Domain 6: Political, Social, Economic, Legal & Cultural Context				
a. Sustainability	1.00	0.95	0.80	0.00
b. Culture	1.00	0.95	0.80	0.00
Total Possible Points	60.00	57.00	48.00	0.00

Rating	Point Range
Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

APPENDIX B – Local 20% HEDI

Rating	Percent – Target Met	Overall Value
Highly Effective	91-100	20
Highly Effective	85-90	19
Highly Effective	80-84	18
Effective	75-79	17
Effective	70-74	16
Effective	65-69	15
Effective	60-64	14
Effective	55-59	13
Effective	50-54	12
Effective	45-49	11
Effective	43-44	10
Effective	41-42	9
Developing	36-40	8
Developing	31-35	7
Developing	26-30	6
Developing	21-25	5
Developing	16-20	4
Developing	11-15	3
Ineffective	6-10	2
Ineffective	1-5	1
Ineffective	0	0

Teacher Improvement Plan

PVCSD/PVFT

Upon rating a teacher as Developing or Ineffective through an annual professional performance review, the PVCSD shall develop and commence implementation of a Teacher Improvement Plan (T.I.P) for such teacher no later than 10 SCHOOL days after the opening of classes for the school year

The TIP plan below is intended to help teachers improve their professional performance and shall be created in respectful consultation with the teacher and any support individuals (i.e. mentor, union representative) requested by the teacher.

Teacher Improvement Plan

Teacher Name: _____ School Building: _____

Building Administrator/Supervisor: _____

TIP Creation Date: _____ TIP Effective Date: _____

Individuals Involved in Creation of Plan:

1. Identification of the specific areas of needed improvement (These areas should be directly connected to the areas specified as "developing or ineffective" in the observation/APPR evaluation).

a. specific performance goals:

b. specific expectations:

c. specific standards.

Teacher Improvement Plan

PVCSD/PVFT

2. Specific Domains/Subcomponents

What specific areas does the teacher require improvement? (<i>Domains/Subcomponents</i>)	What evidence/artifacts will demonstrate that the teacher has improved?

- * 3. A reasonable timeline for accomplishing the improvement(s), with specific intermediate benchmarks and updates the teacher must make in order to achieve an "effective" rating:

- 4. A statement of what administrator will support the teacher, monitor progress, and provide periodic reviews of progress and goal achievement:

- 5. Improvement will be measured and monitored in the follow manner:

- 6. Identification of multiple resources to help the teacher, including, but not limited to: a) personal counselors, b) EAP, c) higher education institutions/in-service courses, d) reference to pedagogical writing based upon scientific research, e) PDP, f) BOCES, h) mentors and g) modeling by other educators/administrators.

* Reasonable timeline will be in compliance with Ed Law 3012-C and will be expeditious.

Teacher Improvement Plan
PVCSD/PVFT

7. Recommendation of differentiated activities, professional development, materials, courses/workshops, resources, and observations to support improvement:

8. The anticipated frequency and duration of meetings of the teacher, administrator and mentor (if assigned).

Teacher Statement:

"I have received this teacher improvement plan."

Teacher Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

PVFT Rep. Signature: _____

Date: _____

**Putnam Valley Central School District
Local 20 Measure of Student Growth or Achievement
(2012-13 School Year)**

% of students showing growth or achievement as described in paragraphs 1-6	Highly Effective	Effective	Developing	Ineffective
0-25				0
26-28				1
29-30				2
31-34			3	
35-37			4	
38-40			5	
41-43			6	
44-46			7	
47-49			8	
50-52		9		
53-55		10		
56-58		11		
59-61		12		
62-64		13		
65-67		14		
68-71		15		
72-75		16		
76-79		17		
80-84	18			
85-90	19			
91-100	20			

ATTACHMENT A

Principal Improvement Plan
PVCSD / PVAA

Upon rating a principal as Developing or Ineffective through an annual professional performance review, the PVCSD shall develop and commence implementation of a Principal Improvement Plan (P.I.P.) for such principal no later than **10 SCHOOL** days after the opening of classes for the school year.

The P.I.P. plan below is intended to help principals improve their professional performance and shall be created in respectful consultation with the principal and any support individuals (i.e. mentor, union representative) requested by the principal.

Principal Improvement Plan

Principal's Name: _____ School Building: _____

PIP Creation Date: _____ PIP Effective Date: _____

Individuals Involved in Creation of Plan: _____

1. Identification of the specific areas of needed improvement (These areas should be directly connected to the areas specified as "developing or ineffective" in the observation/APPR evaluation).

- a. specific performance goals:

- b. specific expectations:

- c. specific standards:

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Principal Improvement Plan
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2. Specific Domains/Subcomponents

What specific areas does the principal require improvement? (Domain/Subcomponents)	What evidence/artifacts will demonstrate that the principal has improved?

- * 3. A reasonable timeline for accomplishing the improvement(s), with specific intermediate benchmarks and updates the principal must make in order to achieve an “effective” rating:

- 4. A statement of what administrator will support the principal, monitor progress, and provide periodic reviews of progress and goal achievement:

- 5. Improvement will be measured and monitored in the follow manner:

- 6. Identification of multiple resources to help the principal, including, but not limited to: a) personal counselors, b) EAP, c) higher education institutions/in-service courses, d) reference to pedagogical writing based upon scientific research. E) PDF, f) BOCES, h) mentors, and g) modeling by other educators/administrators.

* Reasonable timeline will be in compliance with Ed Law 3012-C and will be expeditious.

ATTACHMENT A

Principal Improvement Plan
PVCSD / PVAA

7. Recommendation of differentiated activities, professional development, materials, courses/workshops, resources, and observations to support improvement:

8. The anticipated frequency and duration of meetings of the principal, administrator and mentor (if assigned).

Principal Statement:

"I have received this Principal Improvement Plan."

Principal Signature: _____ Date: _____

Supervisor Signature _____ Date: _____

PVAA Rep. Signature: _____ Date: _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 11/08/12

D. Barbara-Nuzzi/Fuchs

Teachers Union President Signature: Date:

Md U. 11/8/12

Administrative Union President Signature: Date: 11/8/12

Edward J. Hedges

Board of Education President Signature: Date:

Ulmer Fitzgerald