



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

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

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January 10, 2013

Sally Ann Shields, Superintendent
Rensselaer City School District
25 Van Rensselaer Drive
Rensselaer, NY 12144

Dear Superintendent Shields:

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 Baldwin

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 Monday, September 24, 2012

Updated Wednesday, January 02, 2013

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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 : 491200010000

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

491200010000

1.2) School District Name: RENSSELAER CITY SD

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

RENSSELAER CITY SD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, October 31, 2012

Updated Tuesday, January 08, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Questar III developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Questar III developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Questar III developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of the Student Learning Objectives are being developed by the teachers in collaboration with Certified Lead Evaluators using historical academic data, assessment data, and baseline data to develop individual growth targets for students. The Certified Lead Evaluators will assign points in accordance with the District's HEDI criteria. Points will be assigned based upon students meeting or exceeding individual growth targets. The District goal is that 80% of all students will achieve their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% - 100% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51% - 89% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	36% - 50% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 35% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

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	District, regional, or BOCES-developed assessment	Questar III developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Questar III developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Questar III developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of the Student Learning Objectives are being developed by the teachers in collaboration with Certified Lead Evaluators using historical academic data, assessment data, and baseline data to develop individual growth targets for students. The Certified Lead Evaluators will assign points in accordance with the District's HEDI criteria. Points will be assigned based upon students meeting or exceeding individual growth targets. The
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	District goal is that 80% of all students will achieve their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% - 100% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51% - 89% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	36% - 50% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 35% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Rensselaer City School District developed Grade 7 Science Benchmark 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 development of the Student Learning Objectives are being developed by the teachers in collaboration with Certified Lead Evaluators using historical academic data, assessment data, and baseline data to develop individual growth targets for students. The Certified Lead Evaluators will assign points in accordance with the District's HEDI criteria. Points will be assigned based upon students meeting or exceeding individual growth targets. The District goal is that 80% of all students will achieve their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% - 100% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51% - 89% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	36% - 50% of the students achieve or exceed their individual growth target as stated in the Student Learning

Objective.

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

0% - 35% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Rensselaer City School District developed Grade 7 Social Studies Benchmark Assessment
8	District, regional or BOCES-developed assessment	Rensselaer City School District Grade 8 Social Studies Benchmark 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 development of the Student Learning Objectives are being developed by the teachers in collaboration with Certified Lead Evaluators using historical academic data, assessment data, and baseline data to develop individual growth targets for students. The Certified Lead Evaluators will assign points in accordance with the District's HEDI criteria. Points will be assigned based upon students meeting or exceeding individual growth targets. The District goal is that 80% of all students will achieve their individual growth targets.

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

90% - 100% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

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

51% - 89% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

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

36% - 50% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

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

0% - 35% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

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	Rensselaer City School District developed Global 1 Benchmark 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 development of the Student Learning Objectives are being developed by the teachers in collaboration with Certified Lead Evaluators using historical academic data, assessment data, and baseline data to develop individual growth targets for students. The Certified Lead Evaluators will assign points in accordance with the District's HEDI criteria. Points will be assigned based upon students meeting or exceeding individual growth targets. The District goal is that 80% of all students will achieve their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% - 100% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	51% - 89% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	36% - 50% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 35% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

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		Not applicable	Not applicable

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 development of the Student Learning Objectives are being developed by the teachers in collaboration with Certified Lead Evaluators using historical academic data, assessment data, and baseline data to develop individual growth targets for students. The Certified Lead Evaluators will assign points in accordance with the District's HEDI criteria. Points will be assigned based upon students meeting or exceeding individual growth targets. The District goal is that 80% of all students will achieve their individual growth targets.
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Developing (3 - 8 points) Results are below District goals for similar students.	36% - 50% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 35% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of the Student Learning Objectives are being developed by the teachers in collaboration with Certified Lead Evaluators using historical academic data, assessment data, and baseline data to develop individual growth targets for students. The Certified Lead Evaluators will assign points in accordance with the District's HEDI criteria. Points will be assigned based upon students
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	meeting or exceeding individual growth targets. The District goal is that 80% of all students will achieve their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% - 100% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 35% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

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	Rensselaer City School District developed Grade 9 ELA Benchmark Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Rensselaer City School District developed Grade 10 ELA Benchmark Assessment
Grade 11 ELA	Regents assessment	NYS ELA Comprehensive Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of the Student Learning Objectives are being developed by the teachers in collaboration with Certified Lead Evaluators using historical academic data, assessment data, and baseline data to develop individual growth targets for students. The Certified Lead Evaluators will assign points in accordance with the District's HEDI criteria. Points will be assigned based upon students meeting or exceeding individual growth targets. The District goal is that 80% of all students will achieve their individual growth targets.
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Objective.

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

36% - 50% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

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

0% - 35% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.

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
Physical Education K-12	District, Regional or BOCES-developed	Rensselaer City School District developed grade/subject specific Assessment
Music Education K-6	District, Regional or BOCES-developed	Rensselaer City School District developed grade/subject specific Assessment
Music Education 7-12	District, Regional or BOCES-developed	Questar III developed grade/subject specific Assessment
Art Education K-8	District, Regional or BOCES-developed	Questar III developed grade/subject specific Assessment
Art Education 9-12	District, Regional or BOCES-developed	Rensselaer City School District developed grade/subject specific Assessment
Technology/Career Education 7-12	District, Regional or BOCES-developed	Rensselaer City School District developed grade/subject specific Assessment
FACS 7-8	District, Regional or BOCES-developed	Questar III developed grade/subject specific Assessment
LOTE 8-12	District, Regional or BOCES-developed	Rensselaer City School District developed grade/subject specific Assessment
Business Education 9-12	District, Regional or BOCES-developed	Rensselaer City School District developed grade/subject specific Assessment
Health Education MS/HS	District, Regional or BOCES-developed	Rensselaer City School District developed grade/subject specific Assessment
ESL K-6	District, Regional or BOCES-developed	NYSELAT
AIS ELA / Math K-2	District, Regional or BOCES-developed	Questar III developed grade/subject specific Assessment
AIS ELA / Math 3-6	State Assessment	NYS ELA grade/subject specific Assessment
AIS ELA / Math 7-8	State Assessment	NYS ELA grade/subject specific Assessment
AIS ELA / Math 9-12	District, Regional or BOCES-developed	All applicable grade/subject specific NYS Regents exams / District or BOCES grade/subject specific Assessments where applicable
Skills Development	District, Regional or BOCES-developed	Rensselaer City School District developed grade/subject specific Assessment
All other courses not named above	District, Regional or BOCES-developed	Rensselaer City School District developed grade/subject specific Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The development of the Student Learning Objectives are being developed by the teachers in collaboration with Certified Lead Evaluators using historical academic data, assessment data, and baseline data to develop individual growth targets for students. The Certified Lead Evaluators will assign points in accordance with the District's HEDI criteria. Points will be assigned based upon students meeting or exceeding individual growth targets. The District goal is that 80% of all students will achieve their individual growth targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>90% - 100% of the students achieve or exceed their individual growth target as stated in the Student Learning Objective.</p>
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If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/213140-TXEttx9bQW/HEDI SLO Measures for Teachers_1.docx

2.12) Locally Developed Controls

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

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

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Wednesday, November 07, 2012

Updated Tuesday, January 08, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	Measure of Academic Progress (ELA, Math)

8	4) State-approved 3rd party assessments	Measure of Academic Progress (ELA, Math)
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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.	All staff in collaboration with Certified Lead Evaluators will utilize the third-party assessments to establish achievement targets. HEDI points will be awarded based upon the percentage of students meeting or exceeding the target. The District goal is that 80% of all students will meet or exceed their achievement targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

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	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	4) State-approved 3rd party assessments	Measure of Academic Progress (ELA , Math)
8	4) State-approved 3rd party assessments	Measure of Academic Progress (ELA, 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.	All staff in collaboration with Certified Lead Evaluators will utilize the third-party assessments to establish achievement targets. HEDI points will be awarded based upon the percentage of students meeting or exceeding the target. The District goal is that 80% of all students will meet or exceed their achievement targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/221403-rhJdBgDruP/HEDI Local Measures for Teachers_2.docx

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 Early Literacy Enterprise
2	4) State-approved 3rd party assessments	STAR Early Literacy 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.	All staff in collaboration with Certified Lead Evaluators will utilize the third-party assessments to establish achievement targets. HEDI points will be awarded based upon the percentage of students meeting or exceeding the target. The District goal is that 80% of all students will meet or exceed their achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

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 Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
2	4) State-approved 3rd party assessments	STAR Early Literacy 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.	All staff in collaboration with Certified Lead Evaluators will utilize the third-party assessments to establish achievement targets. HEDI points will be awarded based upon the percentage of students meeting or exceeding the target. The District goal is that 80% of all students will meet or exceed their achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

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	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	Rensselaer City School District developed Grade 7 Science End-of-Year Benchmark Assessment
8	5) District, regional, or BOCES–developed assessments	Rensselaer City School District developed Grade 8 Science End-of-Year Benchmark Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All staff in collaboration with Certified Lead Evaluators will utilize the Rensselaer City School District developed grade/subject specific Assessments to establish achievement targets. HEDI points will be awarded based upon the percentage of students meeting or exceeding the target. The District goal is that 80% of all students will meet or exceed their achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

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	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	Rensselaer City School District developed Grade 7 Social Studies End-of-Year Benchmark Assessment
8	5) District, regional, or BOCES–developed assessments	Rensselaer City School District developed Grade 8 Social Studies End-of-Year Benchmark Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All staff in collaboration with Certified Lead Evaluators will utilize the Rensselaer City School District developed grade/subject specific Assessments to establish achievement targets. HEDI points will be awarded based upon the percentage of students meeting or exceeding the target. The District goal is that 80% of all students will meet or exceed their achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Rensselaer City School District developed Global 1 End-of-Year Benchmark Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global 2 Regents Exam

American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regents Exam
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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.	All staff in collaboration with Certified Lead Evaluators will utilize the Rensselaer City School District developed grade/subject specific Assessments to establish achievement targets. HEDI points will be awarded based upon the percentage of students meeting or exceeding the target. The District goal is that 80% of all students will meet or exceed their achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES—developed assessments	Rensselaer City School District developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES—developed assessments	Rensselaer City School District developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES—developed assessments	Rensselaer City School District developed Chemistry Assessment
Physics	Not applicable	Not applicable

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.	All staff in collaboration with Certified Lead Evaluators will utilize the Rensselaer City School District developed grade/subject specific Assessments to establish achievement targets. HEDI points will be awarded based upon the percentage of students meeting or exceeding the target. The District goal is that 80% of all students will meet or exceed their achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

3.10) High School Math

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

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

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

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All staff in collaboration with Certified Lead Evaluators will utilize the Rensselaer City School District developed grade/subject specific Assessments to establish achievement targets. HEDI points will be awarded based upon the percentage of students meeting or exceeding the target. The District goal is that 80% of all students will meet or exceed their achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Rensselaer City School District developed Grade 9 ELA End-of-Year Benchmark Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Rensselaer City School District developed Grade 10 ELA End-of-Year Benchmark Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents Exam

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.	All staff in collaboration with Certified Lead Evaluators will utilize the Rensselaer City School District developed grade/subject specific Assessments to establish achievement targets. HEDI points will be awarded based
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Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/221403-y92vNseFa4/HEDI Local Measures for All Other Teachers_1.docx

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally selected measure will have their scores averaged to determine one score based upon the percentage of students tested.

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 Thursday, November 15, 2012

Updated Thursday, January 10, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

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]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Rensselaer City School District administrative team, in collaboration with the Rensselaer City School District teachers, worked to define a process for assigning points and determining HEDI ratings using the teacher practice rubric. A Framework for Teaching by Charlotte Danielson will be used by the District as the teacher practice rubric. The classroom observation, and overall teaching performance, will be evaluated based on the following four domains:

- Domain One: Planning and Preparation;*
- Domain Two: The Classroom Environment;*
- Domain Three: Instruction; and*
- Domain Four: Professional Responsibilities.*

The annual professional performance review for a teacher consists of the following:

One announced observation - 20 points

- * Domain One - 3 points
- * Domain Two - 7 points
- * Domain Three - 7 points
- * Domain Four - 3 points

One unannounced observation - 20 points

- * Domain One - 3 points
- * Domain Two - 7 points
- * Domain Three - 7 points
- * Domain Four - 3 points

Structured review (assigned rubric) - 20 points

- * Instructional Planning and Practices (3A or 3B) - 6 points
- * Student Assessment - 6 points
- * Reflective and Responsive Practices - 6 points
- * Goal Setting Relating to the Rubric - 2 points

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

<assets/survey-uploads/5091/235197-eka9yMJ855/Structured Review and Scoring Guides.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 NYS Teaching Standards.	Teachers who receive a total score of 41-60 will be deemed highly effective, indicating that their overall performance exceeds the NYS Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who receive a total score of 16-40 will be deemed effective, indicating that their overall performance meets the NYS Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who receive a total score of 6-15 will be deemed developing, indicating that their overall performance does not yet meet the NYS Teaching Standard, and improvement is needed.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who receive a total score of 0-5 will be deemed ineffective, indicating that their overall performance is furthest from meeting the NYS Teaching Standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	41-60
Effective	16-40
Developing	6-15
Ineffective	0-5

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?

-
- Not Applicable
-

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?

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Thursday, November 15, 2012

Updated Tuesday, January 08, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES-adopted expectations for 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	41-60
Effective	16-40
Developing	6-15
Ineffective	0-5

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, November 15, 2012
Updated Wednesday, December 19, 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/5265/235348-Df0w3Xx5v6/Teacher Improvement Plan_1.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process - Teachers

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

deemed a waiver of the right to appeal and the appeal shall be abandoned.

Once an appeal has been filed, the District has 10 calendar days to deliver a response to the teacher and the Superintendent, as well as to the RTA President when applicable. The appeal and district response will be utilized in rendering a decision.

RIGHT TO APPEAL:

1. Only tenured teachers who receive an APPR rating of "ineffective" or "developing" may appeal their APPR through the procedure herein. A teacher may file only one appeal from a single APPR. During the first year of implementation of this plan (i.e. 2012-2013), the Superintendent and the President of the RTA shall jointly review all appeals from a teacher with an overall rating of "Developing" to determine if the appeal has sufficient merit.

2. Probationary teachers may not file appeals through the procedure established herein, but may file a written rebuttal which shall be attached to the APPR. Probationary teachers only may challenge claims of APPR procedural violations through the contractual grievance procedure.

FILING OF AN APPEAL BY A TENURED TEACHER:

A tenured teacher may file a written appeal to the APPR within 10 school days of receipt. Any appeal shall be filed with the Superintendent of Schools. The written appeal shall be a detailed written description of the specific areas of disagreement.

An appeal of an APPR must be based upon one or more of the following grounds:

- a. The substance of the APPR;*
- b. The District's failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law Section 3012-c and applicable rules and regulations;*
- c. The District's failure to comply with locally negotiated procedures; and*
- d. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law Section 3012-c.*

DECISION:

The Superintendent will meet with an RTA representative and an administrative team member before considering the appeal in order to review the procedural safeguards.

The Superintendent makes the final determination of the appeal. The Superintendent must render a decision in writing within 10 calendar days of receiving the appeal.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

To assure that the Rensselaer City School District's lead evaluators are fully trained and highly qualified to evaluate teachers, the entire administrative team (including principals, director of pupil personnel and Superintendent) attended the following training sessions offered by the Questar III BOCES as part of the RTTT initiative:

"APPR Evidence Based Observation and Rating Using Approved SED Teacher Rubrics" Training (Part I and Part II) offered over two days (August 30, 2011 and September 13, 2011)

"Danielson Framework for Teaching - Rubric Specific" Training, facilitated by the Magellan Foundation, offered in a full day training (October 14, 2011)

"Principal Lead Evaluator Training" offered over two days (July 2 and 3, 2012)

"MPPR Rubric Training" offered in a full day training (July 10, 2012)

"Teacher Lead Evaluator Training" offered in a full day training (July 26, 2012)

To ensure inter-rater reliability, the lead evaluators will observe various teachers, working across all school buildings, with follow-up meetings to ensure that all evaluators are applying the rubric and assigning scores fairly and consistently.

The process to certify and re-certify lead evaluators will include continued training, annually, through Questar III BOCES.

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 Thursday, November 15, 2012

Updated Thursday, December 20, 2012

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

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

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

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

Van Rensselaer Elementary School PK-6
Rensselaer Junior/Senior High School 7-12
(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

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.	Not applicable.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable.

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.

As growth targets are specific to the individual student, no adjustments need to be made.

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, November 20, 2012

Updated Tuesday, January 08, 2013

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
PK-6	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise; STAR Reading Enterprise; STAR Math Enterprise
7-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA Grades 7-8; Math Grades 7-8); Rensselaer City School District developed Assessments (ELA Grades 9-12; Math Grades 9-12; Social Studies Grades 9-12; Science Grades 9-12)

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.	All principals in collaboration with the Superintendent will utilize the third-party assessments to establish achievement targets. HEDI points will be awarded based upon the percentage of students meeting or exceeding the target. The District goal is that 80% of all students will meet or exceed their achievement targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

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

0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

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

(No response)

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

[assets/survey-uploads/5366/242799-qBFVOWF7fC/HEDI Local Measures for Principals_1.docx](#)

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

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.	Not applicable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

Not applicable

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, November 20, 2012

Updated Friday, January 04, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	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.

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district will use the entire Multidimensional Principal Performance Rubric (MPPR). Evidence will be observed and collected for each element within a domain, and a 1-4 rating will be assigned for each domain by the evaluator.

Domain 1 - Shared Vision of Learning (HE – 4 / E – 3 / D -2 / I -1)

Domain 2 - School Culture and Instructional Program (HE – 4 / E – 3 / D -2 / I -1)

Domain 3 - Safe, Efficient, Effective Learning Environment (HE – 4 / E – 3 / D -2 / I -1)

Domain 4 - Community (HE – 4 / E – 3 / D -2 / I -1)

Domain 5 - Integrity, Fairness, Ethics (HE – 4 / E – 3 / D -2 / I -1)

Domain 6 - Political, Social, Economic, Legal and Cultural Context (HE – 4 / E – 3 / D -2 / I -1)

At the beginning of each year, the principal and the superintendent will determine what evidence is appropriate to supplement the onsite observations of the principal.

At the end of the evaluation period, the number of ratings will be calculated and a point value will be assigned between 0-60. See chart on page 6 of attached Principal's APPR for details.

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/5143/242856-pMADJ4gk6R/Principal APPR_2.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.	Principals who receive a total score of 59-60 MPPR point value will be deemed highly effective.
Effective: Overall performance and results meet standards.	Principals who receive a total score of 57-58 MPPR point value will be deemed effective.
Developing: Overall performance and results need improvement in order to meet standards.	Principals who receive a total score of 55-56 MPPR point value will be deemed developing.

Ineffective: Overall performance and results do not meet standards.

Principals who receive a total score of 0-54 MPPR point value will be deemed ineffective.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, November 20, 2012

Updated Wednesday, November 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, November 20, 2012
Updated Wednesday, December 19, 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/5276/242860-Df0w3Xx5v6/Principal Improvement Plan.docx](assets/survey-uploads/5276/242860-Df0w3Xx5v6/Principal%20Improvement%20Plan.docx)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Principal APPR Appeal Process

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

- (1) The substance of the annual professional performance review;*
- (2) The school district adherence to the standards and methodologies required for such reviews;*
- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;*
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (5) The school district issuance and/or implementation of the terms of the principal improvement plan.*

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing ratings and/or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived. The burden shall be on the district to establish by preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives his/her final annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, the appeal must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request and in compliance with Education Law Section 3012-c. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a panel of three (3) reviewers shall be chosen. The President of the RSPA shall select one reviewer; the Superintendent shall select one reviewer, and they shall mutually agree on the third member. The parties agree that:

- a. The hearing panel shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the panel is selected.*
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances cause both parties to agree to a second day.*
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*

- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- e. The district shall have the opportunity to present its case supporting the rating or improvement plan, and then the principal may refute the presentation. These presentations may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The panel must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

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

OTHER

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon panel review officers.
2. The cost of the hearing shall be the responsibility of the district.
3. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
4. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The District has adopted the MPPR Rubric for Administrators. The District has two building principals, one director of pupil personnel services and one Superintendent. The Superintendent will be responsible for evaluating the administration.

To assure that the Rensselaer City School District's lead evaluators are fully trained and highly qualified to evaluate teachers, the entire administrative team (including principals, director of pupil personnel and Superintendent) attended the following training sessions offered by the Questar III BOCES as part of the RTTT initiative:

"APPR Evidence Based Observation and Rating Using Approved SED Teacher Rubrics" Training (Part I and Part II) offered over two days (August 30, 2011 and September 13, 2011)

"Danielson Framework for Teaching - Rubric Specific" Training, facilitated by the Magellan Foundation, offered in a full day training (October 14, 2011)

"Principal Lead Evaluator Training" offered over two days (July 2 and 3, 2012)

"MPPR Rubric Training" offered in a full day training (July 10, 2012)

"Teacher Lead Evaluator Training" offered in a full day training (July 26, 2012)

To ensure inter-rater reliability, the lead evaluators will observe various teachers, working across all school buildings, with follow-up meetings to ensure that all evaluators are applying the rubric and assigning scores fairly and consistently.

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, November 20, 2012

Updated Thursday, January 10, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/242862-3Uqgn5g9Iu/District APPR Certification Form 011013_1.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Rensselaer City School District

HEDI Criteria Chart

Rensselaer City School District Growth on State Assessments or Comparable Measures for Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97%	93%	90%	86%	82%	77%	72%	67%	63%	59%	55%	51%	49%	47%	44%	41%	38%	36%	22%	16%	0%
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100%	96%	92%	89%	85%	81%	76%	71%	66%	62%	58%	54%	50%	48%	46%	43%	40%	37%	35%	21%	15%

Rensselaer City School District

Rensselaer City School District Local Measures for Teachers HEDI Chart

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	90-95%	83-89%	77-82%	70-76%	64-69%	57-63%	51-56%	48-50%	45-47%	42-44%	39-41%	36-38%	29-35%	14-28%	0-13%

Rensselaer City School District

HEDI Criteria Chart

Rensselaer City School District Locally Selected Measures of Student Achievement for All Other Teachers

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97%	93%	90%	86%	82%	77%	72%	67%	63%	59%	55%	51%	49%	47%	44%	41%	38%	36%	22%	16%	0%
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100%	96%	92%	89%	85%	81%	76%	71%	66%	62%	58%	54%	50%	48%	46%	43%	40%	37%	35%	21%	15%

Observation Scoring Guide

Domains 1 and 4

3 Point Scoring

Component Rating	HE =	3pts.
	E =	2pts.
	D =	1pt.
	I =	0pts.

Each component will receive a point value which will be averaged. Any score greater than a whole number will be rounded up to the next whole number.

Domains 2 and 3

7 Point Scoring

Component Rating	HE =	7pts.
	E =	5pts.
	D =	3pts.
	I =	0 pts.

Each component will receive a point value which will be averaged. Any score greater than a whole number will be rounded up to the next whole number.

Structured Review Scoring Guidelines

Evidence for Each of the 3 Chosen/Assigned Domains – Total of 18 points

The evidence reviewed in the three chosen or assigned domains will be worth a total of 18 points. Each domain will be worth 6 points. Each domain will be scored Highly Effective, Effective, Developing, or Ineffective. See below for the points earned for each rating.

Highly Effective	6 points
Effective	4 points
Developing	2 points
Ineffective	0 points

Goal Setting- Total of 2 points

Each teacher established three goals to work on during the school year. Their work with these three goals will be worth 2 points.

2 points -	3 goals are established and reflections/evidence completed
1 point-	3 goals are established
0 points-	The goals were not established

The total score from this section will be combined with the total score from the observations (40 points) to complete the 60 local points.

1. Content Knowledge: The lesson reflects an understanding of content, important concepts and principles of the curriculum.

Rubric

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Effective <input type="checkbox"/>	Highly Effective <input type="checkbox"/>
Teacher displays little understanding of the subject or structure of the discipline, or content related pedagogy. Students were not engaged in meaningful learning, goals were trivial, and do not permit viable methods of assessment.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to other disciplines or possible student misconceptions. Instructional goals are not entirely clear or understood by students.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's current practices reflect current pedagogical knowledge. Teacher's goals represent valuable learning and are suitable for most students in the class, and permit viable methods of assessment.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on previous instruction, implements instructional goals, and engages students in meaningful learning. The lesson has clear structure and is coherent.

Evidence: *(Summary provided by teacher)*

Evaluator's Comments: *(Suggestions)*

Teacher's Comments: *(Optional)*

2. Preparation: The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

Rubric

<i>Ineffective</i> <input type="checkbox"/>	<i>Developing</i> <input type="checkbox"/>	<i>Effective</i> <input type="checkbox"/>	<i>Highly Effective</i> <input type="checkbox"/>
<p>Teacher's goals represent trivial learning, are unsuitable for students and do not permit viable methods of assessment. Elements of instructional design do not support stated goals or engage students in meaningful learning and the lesson or unit has no defined structure. Teacher does not take advantage of school or district resources.</p>	<p>Teacher's goals are of moderate value for students in the class, consisting of a combination of goals and activities, some of which provide viable methods of assessment. Some elements of the instructional design support stated goals and engage students in meaningful learning, while others do not. The lesson or unit has a recognizable structure. Teacher displays limited use of school or district resources.</p>	<p>Teacher's goals represent valuable learning and are suitable for most students, permitting viable methods of assessment. Most elements of instructional design support stated goals and engage students in meaningful learning. The lesson or unit has clearly defined structure. Teacher takes full advantage of school and district resources.</p>	<p>Teacher's goals reflect high-level learning relating to curriculum and standards; they are adapted where necessary and permit viable methods of assessment. All elements of instructional design support the stated goals, engage students in meaningful learning, showing student input. The lesson or unit is highly coherent and has a clear structure. Teacher seeks out resources in the community and professional organizations and is aware of school and district resources available.</p>

Evidence: *(Summary provided by teacher)*

Evaluator's Comments: *(Suggestions)*

Teacher's Comments: *(Optional)*

3A. Instructional Delivery: The teacher communicates clearly and accurately what is expected and provides lessons, assignments, materials and resources that are logically sequenced and content appropriate. The teacher encourages student participation in the learning process through varied questioning and discussion techniques.

Rubric

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Effective <input type="checkbox"/>	Highly Effective <input type="checkbox"/>
Teacher's oral and written communication contains errors and is unclear or inappropriate to students. Makes poor use of questioning and discussion techniques, with low-level questions, limited student participation and little true discussion.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanation to avoid confusion. Use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher communicates clearly and accurately to students, both orally and in writing. Use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.

Evidence: *(Summary provided by teacher)*

Evaluator's comments: *(Suggestions)*

Teacher's Comments: *(Optional)*

3B. Instructional Delivery: The teacher fully engages students in the learning process. Teacher demonstrates flexibility by adjusting instruction and lessons that meet student's needs and fulfill the lesson's objectives.

Rubric

<p>Ineffective <input type="checkbox"/></p> <p>Students are not intellectually engaged in significant learning as a result of inappropriate activities or materials. Lesson lacks structure and shows poor representations of content. Teacher adheres to the instruction plan in spite of poor student understanding or students' lack of interest. Fails to respond to students' questions; teacher assumes no responsibility for student's failure to understand.</p>	<p>Developing <input type="checkbox"/></p> <p>Students are only partially engaged resulting from activities or materials of uneven quality. Lesson materials and structure show inconsistent representations of content. Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson. Teacher seeks to ensure the success of all students.</p>	<p>Effective <input type="checkbox"/></p> <p>Students are intellectually engaged throughout the lesson, materials and activities are appropriate. Lesson's structure, pacing and instructional representations of content is suitable. Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.</p>	<p>Highly Effective <input type="checkbox"/></p> <p>Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. Lesson's structure and pacing allow for student reflection and closure. Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.</p>
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Evidence: *(Summary provided by teacher)*

Evaluator's Comments: *(Suggestions)*

Teacher's Comments: *(Optional)*

4. Classroom Management: The lesson identifies curriculum objectives and the teacher demonstrates appropriate preparation and use of instructional activities and materials, which create an environment conducive to learning.

Rubric

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Effective <input type="checkbox"/>	Highly Effective <input type="checkbox"/>
Classroom interactions between teacher and student and among students are inappropriate, have sarcasm, putdowns, or conflict. The classroom does not represent a culture for learning, routines and procedures are either nonexistent or inefficient, student behavior is poor, and there is an unsafe physical environment.	Classroom interactions are generally appropriate and free from conflict, but may have occasional insensitivity. The classroom environment reflects only minimal culture for learning, with modest or inconsistent expectations for learning. Routines and procedures have been established, but function inconsistently; physical environment is generally safe.	Classroom interactions reflect general warmth, caring, and are respectful of the cultural and developmental differences among groups of students. There is a genuine culture for learning, a commitment to the subject by students and teacher, and high expectations for achievement. Classroom routines and procedures function smoothly. The physical environment is safe.	Classroom interactions are highly respectful, reflecting genuine warmth and caring towards individuals. Students take pride in their work, initiating improvement, and holding work to the highest standards. Student behavior is entirely appropriate, with evidence of participation. Classroom routines and procedures are seamless. The classroom is safe and the physical environment is safe and supports learning.

Evidence: *(Summary provided by teacher)*

Evaluator's Comments: *(Suggestions)*

Teacher's Comments: *(Optional)*

5. Student Development and Diversity: The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

Rubric

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Effective <input type="checkbox"/>	Highly Effective <input type="checkbox"/>
Teacher makes little attempt to acquire knowledge of students' backgrounds, skills, or interests. Makes poor use of question and discussion techniques with limited student participation. Instruction plan is not adjusted to student understanding, interests and questions.	Teacher demonstrates partial knowledge of students' backgrounds, skills and interests and uses this knowledge in the class. Minor questioning and discussion is used, with moderate student participation. Uses some flexibility during a lesson and seeks to ensure the success of all students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan lessons for groupings. Questioning and discussion used well, with high-level questions and successful learning for all students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills and interests and uses this knowledge to plan for individual as well as group learning. Teacher is highly responsive to students. Students are involved in the learning process.

Evidence: *(Summary provided by teacher)*

Evaluator's Comments: *(Suggestions)*

Teacher's Comments: *(Optional):*

6. Student Assessment: The teacher maintains accurate records of student completion of assignments and student progress. The teacher also plans for performance assessment and provides students with feedback to improve progress.

Rubric

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Effective <input type="checkbox"/>	Highly Effective <input type="checkbox"/>
<p>Teacher has no system for maintaining accurate records. Teacher's approach to assessment contains no clear criteria, standards or congruence with instructional goals. Results are not used to design future instruction. Teacher's feedback is of poor quality and is not given in a timely manner.</p>	<p>Teacher's system for maintaining accurate records is basic and only partially effective. Assessment is partially aligned with instructional goals. Criteria and standards may be unclear. Results are used to plan instruction for class as whole. Teacher's feedback to students is uneven, and its timeliness is inconsistent.</p>	<p>Teacher's system for maintaining accurate records is efficient and effective. Assessment is generally aligned with instructional goals, with clear criteria and goals that have been communicated to the students. Results are used to plan instruction for groups or individuals. Teacher's feedback to students is timely and of consistently high quality.</p>	<p>Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance. Assessment is fully aligned with instructional goals, containing clear criteria and standards that are understood by students and show evidence of their involvement in the development of the standards. Students monitor their own progress in meeting goals. Teacher's feedback is timely, of consistent high quality, and is used by students in their learning.</p>

Evidence: *(Summary provided by teacher)*

Evaluator's Comments: *(Suggestions)*

Teacher's Comments: *(Optional)*

7. Collaboration: The teacher communicates with families to provide information about the instructional program and student performance. The teacher demonstrates professionalism by establishing collaborative relationships with colleagues, and advocates for students.

Rubric

<p>Ineffective <input type="checkbox"/></p> <p>Teacher provides little or no information to families and makes no attempt to engage them in the instructional program; his/her relationships with colleagues are negative or self-serving. Teacher avoids being involved in school district projects.</p>	<p>Developing <input type="checkbox"/></p> <p>Teacher complies with school procedures for communicating with families, makes an effort to engage families in the instructional program. Teachers' relationships with colleagues are cordial, and he/she participates in district events when asked.</p>	<p>Effective <input type="checkbox"/></p> <p>Teacher communicates frequently with families and successfully engages them in the instructional program. Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.</p>	<p>Highly Effective <input type="checkbox"/></p> <p>Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program. Teacher makes a substantial contribution to school and district events and projects, and maintains a positive relationship with colleagues.</p>
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Evidence: *(Summary provided by teacher)*

Evaluator's Comments: *(Suggestions)*

Teacher's Comments: *(Optional)*

8. Reflective and Responsive Practices: The teacher develops professionally by enhancing content knowledge and pedagogical skills. The teacher is supportive of educational improvement goals.

Rubric

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Effective <input type="checkbox"/>	Highly Effective <input type="checkbox"/>
Teacher does not reflect accurately on the lessons. Teacher does not participate in professional development activities when such activities are clearly needed for the development of teaching skills.	Teacher's reflections on lessons are generally accurate, and teacher makes global suggestions as to how it might be improved. Teacher's participation in professional development activities is limited.	Teacher accurately reflects on the lessons, citing general characteristics. Teacher makes some specific suggestions about how it might be improved. Teacher participates actively in professional development activities and contributes to the profession.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies. Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.

Evidence: *(Summary provided by teacher)*

Evaluator's Comments: *(Suggestions)*

Teacher's Comments: *(Optional)*

Teacher _____

School Year: _____

Goal Setting Form

1. Goal (measurable)

Steps to Achieve Goal

Evidence of Achievement

2. Goal (measurable)

Steps to Achieve Goal

Evidence of Achievement

3. Goal (measurable)

Steps to Achieve Goal

Evidence of Achievement

Review Schedule (set dates)

Rensselaer City School District Teacher Improvement Plan

A TIP must be initiated wherever a teacher receives a rating of developing or ineffective in a year-end evaluation. Both the teacher and administrator will meet for an evaluation conference at the end of the school year where the developing or ineffective evaluation is discussed. A TIP is designed by the building principal in collaboration with the teacher and the President of the Rensselaer Teachers Association [RTA]. The TIP must be in place no later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference is held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation.

The teacher must be offered the opportunity for a peer mentor. The teacher will select the mentor, with the approval of the Superintendent and the RTA President. If the teacher cannot decide on a mentor, the Superintendent and RTA President will select a mentor. All dealings between the mentor and the teacher will be confidential. The mentor and the teacher will collaborate during the first quarter. During that time, the teacher will be observed by the administrator who will concentrate on observing and evaluating goals identified in the TIP. The administrator will meet with the teacher in a timely manner (within 3 school days) to discuss the observations. Written observation summaries will be provided (within 7 school days) and must be signed by both parties. The teacher will have the right to respond to observation summaries and responses will be attached.

After the first quarter of teacher/mentor collaboration, the administrator will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the TIP goals are met, the TIP will terminate. The culmination of the TIP will be communicated in writing to the teacher and signed by both parties. If the teacher is again rated as developing or ineffective, a new plan will be developed by the teacher and the building principal in collaboration with the RTA for the next school year.

Also at the end of the school year in which a TIP was in place, the administrator shall provide the teacher with a summative evaluation for the school year which includes an APPR rating of highly effective, effective, developing or ineffective. The teacher upon receiving this summative year end APPR rating shall have the appeal rights accorded under the APPR Plan.

All costs associated with the implementation of a TIP including, but not limited to, tuition fees, books and travel shall be borne by the District in their entirety. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated. No disciplinary action shall be taken by the District against a teacher predicated on an ineffective rating who has met the performance expectations set by a TIP; however, nothing shall be construed to restrict or limit the District's right to deny tenure, or to

otherwise terminate a probationary teacher, in compliance with law and the collective bargaining agreement.

The TIP must consist of the following components:

- A. **Specific Areas for Improvement:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.
- B. **Expected Outcomes:** Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher.
- C. **Resources:** Identify specific resources and support systems available to assist the teacher to improve performance. Examples: colleagues; coaching; role playing activities; visitations; courses; workshops; peer visits; materials; etc.
- D. **Responsibilities:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher and administrator(s); written reports and/or evaluations, etc.
- E. **Evidence of Achievement:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.
- F. **Timeline:** Provide a specific timeline for implementation of the various components for the TIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

SAMPLE COMPONENTS OF A TEACHER IMPROVEMENT PLAN

- I. **Targeted Goals: Areas for Improvement**
 - 1. Instructional Planning
 - 2. Student Assessment
 - 3. Classroom Management
 - 4. Fulfillment of Professional Responsibilities
 - a. Attendance
 - b. Communication with colleagues/administration
 - c. Communication with home

II. Expected Outcomes

List of expectations related to targeted goals is identified in Section A.

III. Recommended Activities

List of specific activities related to targeted goals identified in Section A.

1. Observe colleagues identified by Principal
2. Attend workshops related to targeted goals
3. Meeting with designated members of administrative team on a defined schedule

IV. Recommended Resources

1. Identify the lead evaluator who has oversight of the TIP
2. List specific materials, people, workshop to be used to support the TIP
3. Identify the instrument or rubrics used to monitor progress

V. Evidence of Achievement

1. Identify how progress will be measured and assessed.
2. Specify next steps to be taken based upon progress of lack thereof.

VI. Timeline for Measuring Achievement of Expected Outcomes

1. Identify dates for classroom observations consistent with APPR Plan
2. Identify dates for progress meetings with administrators related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

Rensselaer City School District TIP Form

A. Specific Areas for Improvement:

B. Expected Outcomes:

C. Resources:

D. Responsibilities:

E. Evidence of Achievement:

F. Timeline:

Teacher Signature

Date: _____

Supervisor Signature

Date: _____

Rensselaer City School District

Rensselaer City School District Local Measures for Principals HEDI Chart

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	90-95%	83-89%	77-82%	70-76%	64-69%	57-63%	51-56%	48-50%	45-47%	42-44%	39-41%	36-38%	29-35%	14-28%	0-13%

Annual Professional Performance Review

SECTION I: GENERAL AGREEMENT

APPR Addendum to the collective bargaining agreement between the Rensselaer Supervisory Personnel Association and the Rensselaer City School District, Covering the period: July 1, 2012 through June 30, 2013.

Whereas the parties above are obligated to negotiate APPR provisions for principals consistent with Education Law 3012-c and subsequent NYSED regulation, they hereby agree to the following:

1. Application:
 - This provision shall apply only to the title of principal.
 - This provision shall sunset on *June 30, 2013* with implementation to begin on September 1, 2012.
 - Should the law (3012-c) of 2012, the corresponding regulations or NYSED guidance regarding 3012-c change from what was in place at the time of this agreement, the agreement shall be renegotiated to be consistent with further changes in law, regulation or NYSED guidance.
 - For evaluations in 2012-13 done under this agreement, no ineffective rating shall be utilized in the expedited 3020-a process outlined in 3012-c.
2. The superintendent shall be the lead evaluator for principals.
3. The 20 points for student growth measures shall be the state provided score. Where there is no state score generated, the principal shall develop Student Learning Objectives (SLO) for approval by the superintendent for the 20 points comparable measure. They shall be developed by November 22. The superintendent shall meet with the principals and provide the decision on approval within 5 days of submission by the principal.
4. The 20 points for locally selected measures of student achievement shall be based on annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and superintendent. The targets shall include what approved assessment measures will be, what expectations will be set, and how points will be earned in relation to the targets. LATs will be consistent with established district goals. The superintendent shall verify comparability and rigor in the utilization of these targets as required by regulation. For all measures, the cohort of students shall include those students continuously enrolled from BEDS Day to June 15 annually. For all targets, the superintendent and principal shall identify measures from the following NYSED identified options:
 - Student performance on any district-wide locally selected assessments approved for use in teacher evaluations. **[ES/MS/HS]**
 - Achievement on state tests (e.g., % proficient or advanced) in ELA and Math grades 4 to 8 **[ES/MS]**
 - Growth or achievement for student subgroups (SWD, ELL) on State Assessments in ELA and Math grades 4 to 8 **[ES/MS]**
 - Growth or achievement for student in ELA and Math grades 4 to 8 starting at specific performance levels (e.g. level 1, 2) on state or other assessments. **[ES/MS]**
 - Percent of cohort achieving specified scores on Regents exams or other Regents-equivalents **[HS]**
 - Graduation rates (4,5,6 years) and/or drop-out rates **[HS]**
 - Graduation % with Advanced Regents designation and/or honors **[HS]**
 - Credit accumulation (e.g. 9th and 10th grade) or other strong predictor of progress to graduation **[HS]**

5. The district shall use the MPPR Rubric for principal evaluation as the basis for the 60 “Other” points allocated to measures of leadership and management. The superintendent’s assessment shall be based on a least 2 visits of 30 minutes or more to the school while in session; one visit will be announced. The agenda for the announced visit will be mutually agreed to between the superintendent and principal. One or more additional visit(s) will be unannounced. Visits are to be completed no later than April 30. Three additional sources of information for the superintendent’s consideration in applying the rubric shall be:
- a. School documents related to components of the rubric. These shall be provided to the superintendent by May 31.
 - b. The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management: 1.) The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than November 22, including identification of actions to be taken to address components and district resources to be made available to the principal and building. 2.) No later than May 31, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and use of district provided resources.
 - c. **Principal’s self-analysis of rubric for superintendent’s consideration.**
6. According to NYSED regulation, the method for assigning subcomponent points will identify how points will be awarded within four performance levels (HEDI) for the “local measures of student achievement” and the “other measures of effectiveness” subcomponents using the following standards:

Level	Achievement Growth Measures 20 pts	Local assessment of growth or achievement 20 pts	Other Measures (principal standards) 60 pts
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 of student learning standards for grade/subject.	Overall performance and results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet 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 of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

7. Final evaluations shall be provided to principals no later than September 1 annually. Scores and ratings on Locally Selected Measures of Achievement and the "Other Measures" of Effectiveness shall be provided no later than June 30 annually. If data for the Locally Selected Measures of Achievement is not available by June 30, that score and rating shall be provided within 10 business days of receipt of those achievement results.
8. Improvement plans for principals with developing or ineffective ratings shall be according to the attached format and process. Such plans shall be mutually agreed upon within 10 school days at the beginning of the year annually.
9. An appeal of a principal's evaluation shall be only for ineffective and developing ratings or any rating tied to compensation. The reasons for appeal shall be those identified in 3012-c. The attached appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite score and rating.
10. That the parties agree to enter into negotiations for a successor addendum no later than April 1, 2013.

Kan T. Tubanski 11/28/12 Jacelynn [Signature] 11/28/12
Association President Date Superintendent Date

SECTION II: LOCAL MEASURES OF STUDENT ACHIEVEMENT (20 POINTS)

RENSSELAER CITY SCHOOL DISTRICT

LOCAL ACHIEVEMENT MEASURES FOR PRINCIPALS (20 PTS.)

LOCAL ACHIEVEMENT TARGETS (LAT): RATINGS AND SCORES

PRINCIPAL: _____ **YEAR:** _____ **CHECK ONE TOTAL:** 15 PTS. Or 20 PTS.

The principal and superintendent shall mutually agree upon Local Achievement Targets, identifying the components below. One sheet should be completed for each LAT.

Local Achievement Target:

Assessment used to measure achievement:

Scoring Methodology (Target attainment categories with related points and HEDI designations, including relative value if multiple targets are utilized):

Date for final determination of assessment of Local Achievement Target: _____

PLAN AGREEMENT:

Superintendent Signature/Date

Principal Signature/Date

FINAL RATING/SCORE FOR TARGET: _____ / _____

Superintendent Signature/Date

Principal Signature/Date

HEDI SCORING BANDS SET IN LAW AND REGULATION:

STATE ACHIEVEMENT COMPONENTS, NEGOTIATED MPPR RANGES AND COMPOSITE SCORE

POINT BANDS FOR 2012-13 GRADE 4-8 ELA/MATH AND FOR THOSE FOR WHOM A VALUE-ADDED SCORE WILL NOT BE GENERATED:

Level	Measures of Student Growth (20%)	Local measures of student achievement (20%)	MPPR Point Ranges	Overall Composite Score
Highly Effective	18-20	18-20	59 - 60	91-100
Effective	9-17	9-17	57 - 58	75-90
Developing	3-8	3-8	55 - 56	65-74
Ineffective	0-2	0-2	0 - 54	0-64

POINT BANDS FOR 2012-13 WHEN A VALUE ADDED MODEL IS ADOPTED

Level	Measures of Student Growth (25%)	Local measures of student achievement (15%)	Overall Composite Score
Highly Effective	22-25	14-15	91-100
Effective	10-21	8-13	75-90
Developing	3-9	3-7	65-74
Ineffective	0-2	0-2	0-64

SECTION III: "OTHER" MEASURES OF EFFECTIVENESS (60 POINTS)

HYBRID HOLISTIC/MATHEMATICAL RUBRIC SCORING METHODOLOGY

In order to determine a principal's score on the rubric, each of the six domains of the rubric are rated HEDI by the supervisor. Site visits and other negotiated sources of evidence should be considered when the evaluator is rating each domain.

Using the rubric, the Superintendent will circle the descriptor for each item that best matches the principal's performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and overall on the rubric. Based on the overall rating on the rubric, points will be assigned according to the ranges.

SHARED VISION OF LEARNING	H E D I
SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM	H E D I
SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT	H E D I
COMMUNITY	H E D I
INTEGRITY, FAIRNESS, ETHICS	H E D I
POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT	H E D I

Number of ratings given:	Multiplier (based on 6 domains)	HEDI Points Earned:
H _____	X 15	_____
E _____	X 10	_____
D _____	X 5	_____
I _____	X 0	_____
Total points for ratings on 6 domains		_____ (out of 90)

Conversion to 60 points

Raw Score	HEDI Points	Other Measure Rating
80-90	60	H
65-79	59	
50-64	58	E
45-49	57	
20-44	56	D
15-19	55	
10-14	54	I
5-9	39	
0	0	

Score for Other Measures (rubric): _____ Rating for Other Measures (rubric): _____

SECTION IV: OVERALL EVALUATION SUMMARY

Rensselaer City School District

Principal Annual Professional Performance Review Summary

Principal's Name _____

Position/Site _____

School Year _____

Evaluator's Name _____

Evaluator's visit dates _____

Date of Evaluation _____

Evaluation Component	Points Range (check one in each of 1 st 2 boxes)	Points Earned	HEDI RATING	Comments
State (or comparable) student achievement growth score	<input type="checkbox"/> 0 – 20 or <input type="checkbox"/> 0 – 25*			
Locally selected measures of student achievement Score	<input type="checkbox"/> 0 – 20 or <input type="checkbox"/> 0 – 15*			
Other Measures of Performance: Supervisor's Assessment of Leadership and Management: LCI Multidimensional Rubric	(0 – 60)			
OVERALL TOTAL POINTS	0-100			

HEDI Composite Scale (2012-13)	
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

APPR Overall Rating (HEDI): _____

Supervisor's Signature and date _____

Principal's Signature and date _____

SECTION V: IMPROVEMENT PLAN

**Rensselaer City School District
Principal Improvement Plan Process**

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

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15, and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
9. A statement of required professional development opportunities; the expense will be paid by the School District.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

SECTION VI: APPEAL PROCESS

**Rensselaer City School District
Principal APPR Appeal Process**

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

- (1) The substance of the annual professional performance review;
- (2) The school district adherence to the standards and methodologies required for such reviews;
- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) The school district issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing ratings and/or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived. The burden shall be on the district to establish by preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives his/her final annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, the appeal must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be

deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a panel of three (3) reviewers shall be chosen. The President of the RSPA shall select one reviewer; the Superintendent shall select one reviewer, and they shall mutually agree on the third member. The parties agree that:

- a. The hearing panel shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the panel is selected.
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances cause both parties to agree to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- e. The district shall have the opportunity to present its case supporting the rating or improvement plan, and then the principal may refute the presentation. These presentations may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The panel must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

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

OTHER

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon panel review officers.
2. The cost of the hearing shall be the responsibility of the district.
3. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
4. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

SECTION VII:

ADDITIONAL ATTACHMENTS

List of district's NYSED approved student achievement assessments for evaluation.

LCI Multidimensional Rubric, available as pdf from the following SED web site:

<http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/MultidimensionalPrincipalPerformanceRubric.pdf>

SECTION III: EVIDENCE REGARDING PRINCIPAL PERFORMANCE

Following are sources of evidence which may assist in providing input into various aspects of a principal's APPR. Not all of these are necessary, and other items of evidence may be useful.

- Mission/vision statement
- Strategic plan
- School improvement plan: building goals
- Administrative calendar
- Grade or department goals
- Staff development plan
- Staff development calendar
- Staff development agendas and materials
- Conference day programs
- Guide for staff on disaggregating data
- Building cabinet meeting agendas
- Faculty meeting agendas
- Department, grade level and/or team meeting agendas
- Committee meeting agendas
- Parent meeting agendas
- Board presentations
- Staff memos
- Parents memos
- Scheduled collaboration and common planning time
- School newsletter
- Parent and student communications
- Parent, student, staff or community letters of support or praise
- Public coverage of school events or accomplishments (media or print)
- Collaboration with higher education
- Career day programs
- Parent volunteer recognition program
- Collaboration with community organizations
- Social worker outreach programs
- School health services
- Mental health resource connections
- Drug abuse prevention programs
- Character education programs

Rensselaer City School District Principal Improvement Plan Process

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

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15, and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
9. A statement of required professional development opportunities; the expense will be paid by the School District.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

narrative of progress.

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:

Dee Ann Brooks 1/10/13

Teachers Union President Signature: Date: 1/10/13

Matthew R.A.

Administrative Union President Signature: Date:

Kan T. Lubinski 1/10/13

Board of Education President Signature: Date:

Joe Morrey 1/10/13