



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 4, 2012

Dr. Kathleen Spring, Superintendent
Rotterdam-Mohonasen Central School District
2072 Curry Road
Schenectady, NY 12303

Dear Superintendent Spring:

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 certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Charles Dedrick

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 10, 2012

Updated Friday, August 31, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 530515060000

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

530515060000

1.2) School District Name: ROTTERDAM-MOHONASEN CSD

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

ROTTERDAM-MOHONASEN CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

-
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

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.

2011-2013

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

Created Thursday, May 10, 2012

Updated Thursday, August 30, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Rotterdam- Mohonasen CSD locally developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Rotterdam-Mohonasen CSD locally developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Rotterdam-Mohonasen CSD locally 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.	For any course in which an SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above District grade/course level goals (18-20 Points) 20=100%-95% 19=94%-90% 18=89%-85%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results are above District grade/course level goals (9-17 Points) 17=84% 16=83% 15=82% 14=81% 13=80% 12=79% 11=78% 10=77% 9=76%-75%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below District grade/course level (3-8 Points) 8=74%-73% 7=72% 6=71%-70% 5=69% 4=68%-67% 3=66%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well below District course/grade level goals (0-2 Points) 2=65%-60% 1=59%-50% 0=49%-0%

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	Rotterdam-Mohonasen CSD locally developed Kindergarten Mathematics Assessment
1	District, regional, or BOCES-developed assessment	Rotterdam-Mohonasen CSD locally developed Grade 1 Mathematics Assessment
2	District, regional, or BOCES-developed assessment	Rotterdam-Mohonasen CSD locally developed Grade 2 Mathematics 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.	For any course in which an SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above District grade/course level goals (18-20 Points) 20=100%-95% 19=94%-90% 18=89%-85%
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2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Rotterdam-Mohonasen CSD locally developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Rotterdam-Mohonasen CSD locally developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For any course in which an SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above District grade/course level goals (18-20 Points) 20=100%-95% 19=94%-90% 18=89%-85%
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1=59%-50%

0=49%-0%

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Rotterdam-Mohonasen CSD locally developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Rotterdam-Mohonasen CSD locally developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Rotterdam-Mohonasen CSD locally developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For any course in which an SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above District grade/course level goals (18-20 Points) 20=100%-95% 19=94%-90% 18=89%-85%
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Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District grade/course level (3-8 Points) 8=74%-73% 7=72% 6=71%-70%

5=69%
 4=68%-67%
 3=66%

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

Results are well below District course/grade level goals (0-2 Points)
 2=65%-60%
 1=59%-50%
 0=49%-0%

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	Rotterdam-Mohonasen CSD locally developed Grade 9 Global 1 Assessment

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

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

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

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

Results are well above District grade/course level goals (18-20 Points)
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Effective (9 - 17 points) Results meet District goals for similar students.

Results are above District grade/course level goals (9-17 Points)
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Developing (3 - 8 points) Results are below District goals for similar students.

Results are below District grade/course level (3-8 Points)
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Results are well below District course/grade level goals (0-2 Points)
 2=65%-60%
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2.7) High School Science Regents Courses

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

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

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

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

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

For any course in which an SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below District course/grade level goals (0-2 Points) 2=65%-60% 1=59%-50% 0=49%-0%

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.	For any course in which an SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and
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evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.

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

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Results are above District grade/course level goals (9-17 Points)
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Results are below District grade/course level (3-8 Points)
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Results are well below District course/grade level goals (0-2 Points)
 2=65%-60%
 1=59%-50%
 0=49%-0%

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	Rotterdam-Mohonasen CSD locally developed Grade 9 English Language Arts Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Rotterdam-Mohonasen CSD locally developed Grade 10 English Language Arts assessment
Grade 11 ELA	Regents assessment	Regents assessment

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

<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>For any course in which an SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.</p>
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<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Results are below District grade/course level (3-8 Points) 8=74%-73% 7=72% 6=71%-70% 5=69% 4=68%-67% 3=66%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Results are well below District course/grade level goals (0-2 Points) 2=65%-60% 1=59%-50% 0=49%-0%</p>

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
See attached below- All other Courses	District, Regional or BOCES-developed	Rotterdam-Mohonasen Developed 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>For any course in which an SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Results are well above District grade/course level goals (18-20 Points) 20=100%-95% 19=94%-90% 18=89%-85%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Results are above District grade/course level goals (9-17 Points) 17=84% 16=83% 15=82% 14=81% 13=80% 12=79% 11=78% 10=77% 9=76%-75%</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Results are below District grade/course level (3-8 Points) 8=74%-73% 7=72% 6=71%-70% 5=69% 4=68%-67% 3=66%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Results are well below District course/grade level goals (0-2 Points) 2=65%-60% 1=59%-50% 0=49%-0%</p>

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)

[assets/survey-uploads/5364/128147-avH4IQNZMh/State 20- Other Measures of Growth for All Other Courses 2012-13.xlsx](#)

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/5364/128147-TXEttx9bQW/Mohonasen General process for assigning HEDI categories to SLOs.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.

The process and guidance described in the 2.11 attachment will allow teachers to make adjustments, as allowable when setting targets for Comparable Growth Measures.

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 Thursday, May 10, 2012

Updated Tuesday, September 04, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(i) School-wide measure based on State-provided measure	NYS ELA 4-8 State Provided
5	6(i) School-wide measure based on State-provided measure	NYS ELA 4-8 State Provided
6	6(i) School-wide measure based on State-provided measure	NYS ELA 4-8 State Provided
7	6(i) School-wide measure based on State-provided measure	NYS ELA 4-8 State Provided
8	6(i) School-wide measure based on State-provided measure	NYS ELA 4-8 State Provided

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See document attached in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(i) School-wide measure based on State-provided measure	NYS Math 4-8 State Provided
5	6(i) School-wide measure based on State-provided measure	NYS Math 4-8 State Provided
6	6(i) School-wide measure based on State-provided measure	NYS Math 4-8 State Provided
7	6(i) School-wide measure based on State-provided measure	NYS Math 4-8 State Provided
8	6(i) School-wide measure based on State-provided measure	NYS Math 4-8 State Provided

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See document attached in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/128148-rhJdBgDruP/3.3 final.pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	locally developed Kindergarten ELA assessments based on Fountas & Pinnell Literacy Benchmarking see attachment 3.13
1	6(ii) School-wide measure computed locally	locally developed Grade 1 ELA Assessment based on Fountas & Pinnell Literacy Benchmarking see attachment 3.13
2	6(ii) School-wide measure computed locally	locally developed grade 2 ELA Assessment based on Fountas & Pinnell Literacy Benchmarking see attachment 3.13
3	6(i) School-wide measure based on State-provided measure	NYS ELA 4-8 State Provided (see 3.3)

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.	Grade 3 ELA and Math are covered by the Building-wide State Provided scores described in 3.3 attachment above. K-2 is based on school-wide measure described in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See documents attached in 3.3 and 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See documents attached in 3.3 and 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See documents attached in 3.3 and 3.13

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See documents attached in 3.3 and 3.13
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3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	District developed kindergarten mathematics assessment that uses the same HEDI bands as depicted in attachment 3.13 (see 3.13)
1	6(ii) School-wide measure computed locally	District developed Grade 1 mathematics assessment that uses the same HEDI bands as depicted in attachment 3.13
2	6(ii) School-wide measure computed locally	District developed Grade 2 mathematics assessment that uses the same HEDI bands as depicted in attachment 3.13
3	6(i) School-wide measure based on State-provided measure	NYS Math 4-8 State Provided (see 3.3)

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.	Grade 3 ELA and Math are covered by the Building-wide State Provided scores described in 3.3 attachment above. K-2 is based on school-wide measure described in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See documents attached in 3.3 and 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See documents attached in 3.3 and 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See documents attached in 3.3 and 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See documents attached in 3.3 and 3.13

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
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6	6(i) School-wide measure based on State-provided measure	NYS 4-8 ELA and Math
7	6(i) School-wide measure based on State-provided measure	NYS 4-8 ELA and Math
8	6(i) School-wide measure based on State-provided measure	NYS 4-8 ELA and Math

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See document attached in 3.3
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(i) School-wide measure based on State-provided measure	NYS 4-8 ELA and Math
7	6(i) School-wide measure based on State-provided measure	NYS 4-8 ELA and Math
8	6(i) School-wide measure based on State-provided measure	NYS 4-8 ELA and Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See document attached in 3.3
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
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3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Building wide growth measure for Global 1 based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)
Global 2	6(ii) School wide measure computed locally	Building wide growth measure for Global 2 based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)
American History	6(ii) School wide measure computed locally	Building wide growth measure for American History based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See document attached in 3.3
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Building wide growth measure for Living Environment based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)
Earth Science	6(ii) School wide measure computed locally	Building wide growth measure for Earth Science based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)
Chemistry	6(ii) School wide measure computed locally	Building wide growth measure for Chemistry based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)
Physics	6(ii) School wide measure computed locally	Building wide growth measure for American History based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See document attached in 3.3
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3

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	6(ii) School wide measure computed locally	Building wide growth measure for Algebra 1 based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)
Geometry	6(ii) School wide measure computed locally	Building wide growth measure for Geometry based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)
Algebra 2	6(ii) School wide measure computed locally	Building wide growth measure for Algebra 2 based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See document attached in 3.3
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Building wide growth measure for ELA 9 based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)

Grade 10 ELA	6(ii) School wide measure computed locally	Building wide growth measure for ELA 10 based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)
Grade 11 ELA	6(ii) School wide measure computed locally	Building wide growth measure for English 11 based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)

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.	See document attached in 3.3
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document attached in 3.3

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
all other courses 9-12	6(ii) School wide measure computed locally	Building wide growth measure for all other courses/subjects grades 9-12 based upon % passing rate above 65% on 5 gate keeper regents examinations - Algebra, Living Environment, Global Studies, US History, and English 11 (See document attached in 3.3)
all other courses grades 3-5 (science, social studies, physical education, art and music)	6(ii) School wide measure computed locally	Building wide growth measure for all other courses grades 3-5 based upon building wide growth score (See document attached in 3.3)
all other courses grades 6-8 (science, social studies, physical education, art, health, computer literacy, family and consumer science, technology and music)	6(ii) School wide measure computed locally	Building wide growth measure for all other courses grades 6-8 based upon building wide growth score (See document attached in 3.3)

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.

Since School-wide group goals were established and agreed upon through collective bargaining, there is no need for combining multiple locally selected measures. Each teacher will be assigned one rating based upon the group goal of the school with which they are affiliated. (In the case of teachers who travel between buildings, they will receive a HEDI score that is a combination of the scores from each building in which they teach, weighted by the amount of their time spent in each building.)

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, May 10, 2012

Updated Friday, August 31, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

For the first year we have agreed through collective bargaining to use the attached conversion chart to translate between the 4-point scale on the Danielson Framework for Teaching Rubric (revised edition 2011) and the 60-point scale of potential points for this component of the APPR. This conversion ensures that a teacher who receives any effective rating on the State 20 and Local 20 and also receives overall ratings from 2.5 to 3.4 (Effective range) which then converts to between 57 and 58.8 out of the 60 possible points in the teacher practice rubric portion of the APPR will earn a composite score of at least 75 (the lowest score in the Effective range).

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/5091/128149-eka9yMJ855/4pt-60pt Rubric Score Sub-component Conversion Proposed Conversion Table.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.	We will use the Danielson 2011 Framework to determine the HEDI rating on a 4-pt scale and then translate this to a 60-pt scale using the conversion chart uploaded in 4.5
Effective: Overall performance and results meet NYS Teaching Standards.	We will use the Danielson 2011 Framework to determine the HEDI rating on a 4-pt scale and then translate this to a 60-pt scale using the conversion chart uploaded in 4.5
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	We will use the Danielson 2011 Framework to determine the HEDI rating on a 4-pt scale and then translate this to a 60-pt scale using the conversion chart uploaded in 4.5
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	We will use the Danielson 2011 Framework to determine the HEDI rating on a 4-pt scale and then translate this to a 60-pt scale using the conversion chart uploaded in 4.5

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Thursday, August 30, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, May 10, 2012

Updated Friday, August 31, 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/5265/128153-Df0w3Xx5v6/tipwithformrevised.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Only tenured teachers who receive a rating of "ineffective" and "developing" on their Annual Professional Performance Review ("APPR") may appeal their APPR through the procedure herein. Ratings of "effective" and "highly effective" may not be appealed. A teacher may file only one appeal from a single APPR. Those eligible for an appeal shall simply be referred to as "teacher" below.

Probationary teachers may not file appeals through the procedure herein or any other procedure but may submit a written response

which shall be filed with the APPR.

“APPR” and “evaluation” are used interchangeably herein. “Business days” as used herein shall be defined as those days other than weekends and declared holidays, that the District’s Central Office is open.

2. Within three (3) business days of the receipt of a teacher’s APPR, the teacher may request in writing to meet with the evaluating administrator. This meeting shall occur within three (3) business days of the teacher’s request. The purpose of such meeting is for the teacher and evaluating administrator to discuss possible changes to the evaluation based upon information provided by the teacher. The evaluating administrator shall advise the teacher in writing whether there will be any change in the evaluation either at the meeting or within two (2) business days of the meeting.

3. A teacher has ten (10) business days from receipt of the APPR or, if applicable, five (5) business days from receipt of the evaluating administrator’s response in paragraph “2” above, to submit a written appeal to the Superintendent setting forth any and all objections to the APPR. An appeal of an APPR must be based only upon one or more of the following grounds:

a. the substance of the annual professional performance review;

b. the school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;

c. the school district’s adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and,

d. the school district’s failure to issue and/or implement the terms of a Teacher Improvement Plan, where required under Education Law Section 3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the APPR should be modified shall rest with the teacher.

4. The Superintendent, or his or her designee, will inform the evaluating administrator and the MTA President that the teacher has initiated the appeals process. The Superintendent will provide a copy of the appeal and the evaluation to the evaluating administrator, MTA President, and Appeals Committee (“Committee”, see below) within three (3) business days of receipt of the appeal from the evaluated teacher.

The evaluating administrator may, at his/her option, provide a written response to the appeal within three (3) business days of receipt of the Superintendent’s notification that an appeal has been filed. If a response is submitted, it must be submitted to the Superintendent, appealing teacher, MTA President, and to the Appeals Committee for its consideration of the appeal.

5. Appeals shall be referred for consideration to an APPR Appeal Committee (“Committee”), a standing committee made up of two tenured administrators from within the District appointed by the Superintendent of Schools, and two tenured teachers from within the District appointed by the President of the MTA. Members shall be appointed for a term of three years and all members shall be required to complete the training required of lead evaluators under the APPR regulations. All APPR training expenses shall be paid by the District. Appointments and/or replacements to the Committee will be completed by the MTA and the District, no later than ten (10) school days after the start of the school year. Any Committee vacancies shall be filled under the above procedure. The Committee shall determine its own rules and operating procedures, which may be altered as the Committee may deem necessary to hear any appeal.

6. An individual teacher or administrator personally involved in an evaluation shall be ineligible to serve as a Committee member for that specific appeal. Should this occur, the appealing teacher shall have the option of:

a. having the appeal considered by one administrator and one teacher from the Committee; or,

b. having a substitute appointed to replace the ineligible Committee member for that specific appeal only. If necessary, a substitute administrator shall be appointed by the Superintendent. If necessary, a substitute teacher shall be appointed by the MTA President. Substitutes to the Committee shall be appointed within three (3) business days. Lead evaluator training shall not be required for any substitute(s) appointed.

7. The Committee will convene within ten (10) calendar days of receipt from the Superintendent of the written appeal. The teacher’s written appeal, APPR, and evaluating administrator’s response (if any) shall comprise the record on appeal. Members of the Committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

8. All Committee deliberations will be conducted privately and remain confidential except as is required below to further process an appeal.

a. The Committee will evaluate the merits of the appeal based on review of submitted written documentation.

b. If the Committee comes to consensus and is in agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing teacher, evaluating administrator, MTA president, and the Superintendent of Schools within two (2) calendar days of the meeting of the Committee.

c. If the Committee cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Committee. Each member of the Committee (individually or jointly with another member) may submit to the Superintendent within three (3) calendar days of the meeting of the Committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. Any Committee Member statements submitted shall not be disclosed to either the appealing teacher or evaluating administrator. The Superintendent of Schools will review all statements and the record on appeal and will make the final determination. The Superintendent's final determination shall be in writing and shall be issued within ten (10) business days of the Committee's notice that it could not reach a determination or, if applicable, within ten (10) calendar days of the Superintendent's receipt of any written Committee statements referenced above. Copies of the Superintendent's determination shall be provided to the appealing teacher, evaluating administrator and MTA president.

d. A copy of the APPR, the teacher's appeal, and the final written determination (Superintendent or Committee) shall be placed in the teacher's personnel file. A complete copy of the record on appeal, including any Committee Member statements, shall be separately maintained in a file in the Superintendent's office.

9. The determination (by either the Committee or Superintendent) shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained in whole or in part, the Committee or the Superintendent may modify a rating or, order the rating vacated solely for the purpose of not having the rating count for possible disciplinary action pursuant to the expedited hearing process of Education Law Section 3020-a. Notwithstanding the above, a composite score shall be reported for each teacher.

10. The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal. However, the failure of either the District or the MTA to abide by the above agreed upon process shall be subject to the grievance procedure set forth in the parties' collective bargaining agreement. Nothing contained in this provision shall prohibit a teacher who is the subject of discipline pursuant to the expedited disciplinary process of Education Law Section 3020-a from raising the validity of the APPR in question on any of the specific procedural (i.e. non-substantive) bases specifically raised in the teacher's appeal and set forth in support of the teacher's defense.

11. The parties agree that the Appeal process described herein shall be subject to review upon the mutual agreement of the parties. In the event of such agreement, parties agree to convene a committee comprised of three representatives of the Association and three representatives of the District to conduct such review. If during such review the parties agree upon changes to the appeal process, such changes shall be incorporated into this review process language. If the parties cannot agree upon changes proposed by either party, then the review process described herein shall remain unchanged.

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.

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's annual professional performance review. All administrators in the school district will be certified as lead evaluators on an annual basis. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended State Education Department model certification process.

The District will ensure that all evaluators are trained as lead evaluators and that all receive consistent and rigorous training. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the required training. The Board of Education will approve and certify all individuals who complete required training as documented by the Superintendent on an annual basis. The Superintendent will maintain records documenting the training and certification of lead evaluators.

Evaluator training will occur in an ongoing and consistent manner through sessions provided regionally in cooperation with BOCES

and conducted by the Capital Region BOCES network team personnel who have participated in the NYSED evaluator training for Network Teams. Training may also be provided at times by personnel authorized to train on behalf of an evaluation rubric approved by the New York State Education Department (e.g. Danielson, teachscape etc.)

Evaluators will be re-certified on an annual basis.

In addition, the District will establish a process to maintain and improve inter-rater reliability over time in accordance with New York State Department of Education guidelines and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments, and/or calibration sessions across evaluators.

Training will include but not be limited to:

*New York State Common Core Teaching Standards and ISLLC Standards

*Evidence based observation

*Application and use of the State-approved teacher or principal rubrics

*Application and use of Student Growth Percentile and Value Added Growth Model data

*Application and use of any assessment tools used to evaluate teachers and principals

*Application and use of State-approved locally selected measures of student achievement

*Use of statewide instructional reporting system

*Scoring methodology used to evaluate teachers and principals

*Specific considerations in evaluating teachers and principals of ELLS and students with disabilities

*Unit creation and instructional strategies

Lead Evaluator

The Superintendent of the Mohonasen Central School District will be trained and certified as a lead evaluator according to the State Education Department's model to ensure consistency, standardization, understanding and ability to reinforce and support evaluators and defensibility for the district.

Responsibilities

The Superintendent, in the role of Lead Evaluator will document completion of training and certify each principal and all other administrators in the district based upon the same model described above. All trained evaluators shall complete observations and once appropriately certified and authorized by the Superintendent, shall also be able to complete summative evaluations and APPR rubrics. Each administrator will fill out the "certification for Lead Evaluator" form and submit to the Superintendent annually for approval by the Board of Education.

Timeline

Beginning with the 2011-12 school year and thereafter, all lead evaluators (superintendent and administrators shall be appropriately trained and certified no later than September 1 of each school year or within thirty (30) days after initial appointment when applicable.

Re-Certification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis. In addition, they shall receive updated training on any changes in the law, regulations or any applicable collective bargaining agreements.

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
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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, May 10, 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):

3-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Primary School K-2	District, regional, or BOCES-developed	Rotterdam-Mohonasen Developed ELA Assessment for Kindergarten, Grade 1 and Grade 2 and locally developed Mathematics Assessments for Grades K, Grade 1 and Grade 2 and 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.	For the Principal SLO, the Principal and the evaluator will identify a final assessment or set of assessments that will be used to measure students. If a state assessment exists, it MUST be used. If a state assessment does not exist for the school or program type, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the principal and evaluator will identify a pre-test or baseline assessment/measure (i.e. previous year results) that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO. The number of points assigned to the Principal will be based upon the number of students meeting or exceeding their agree-upon, specified target.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Results are well above District grade/course level goals (18-20 Points) 20=100%-95% 19=94%-90% 18=89%-85%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results are above District grade/course level goals (9-17 Points) 17=84% 16=83% 15=82% 14=81%

13=80%
12=79%
11=78%
10=77%
9=76%-75%

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

Results are below District grade/course level (3-8 Points)
8=74%-73%
7=72%
6=71%-70%
5=69%
4=68%-67%
3=66%

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

Results are well below District course/grade level goals (0-2 Points)
2=65%-60%
1=59%-50%
0=49%-0%

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

No Special Considerations

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 Thursday, May 10, 2012

Updated Friday, August 31, 2012

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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
3-5	(d) measures used by district for teacher evaluation	NYS 4-5 ELA and Math
6-8	(d) measures used by district for teacher evaluation	NYS 6-8 ELA and Math
9-12	(d) measures used by district for teacher evaluation	building wide growth score based upon %age of students passing (65 or above) on the 5 gate keeper Regents examinations (Algebra, Living Environment, Global Studies, US History and Government and English 11)

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.	For principals of students in grades 3-8, the Local Growth Score will be based upon the building wide growth score for Math and ELA in grades 4 -8 after averaging the two scores together. This is fully explained in the attachment to this section. For Principals of students in grades 9-12, the Local Growth Score will be based upon the %age of students passing (65 or above) on the 5 gate keeper Regents examinations (Algebra, Living Environment, Global Studies, US History and Government and English 11) (see attachment 8.1)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.1 Attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	See 8.1 Attachment

grade/subject.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See 8.1 Attachment

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

See 8.1 Attachment

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/5366/128156-qBFVOWF7fC/8.1 final principal.pdf](#)

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
K-2	(d) measures used by district for teacher evaluation	Building wide growth score for grades K-2 based upon the percentage of students K-2 who test at or above the appropriate Instructional Text reading level as determined by locally developed assessment based upon literacy components of Fountas and Pinnell Benchmarks as described in 8.2 attachment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The locally selected measures of student growth for Principals in these areas are identical to the locally selected measures that have been collectively bargained with the teachers. They are building wide growth goals that are described in detail in the 8.2 attachment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.2 Attachment
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.2 Attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	See 8.2 Attachment

grade/subject.

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

See 8.2 Attachment

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

(No response)

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

assets/survey-uploads/5366/128156-T8MIGWUVm1/Group Growth Goal principal Bradtfinal.docx

8.3) Locally Developed Controls

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

n/a

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 Thursday, May 10, 2012

Updated Friday, August 31, 2012

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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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

In 2010-11, we piloted the Marshall Principal Evaluation Rubrics and the Multi-Dimensional Principal Performance Rubric. After ongoing discussion and use of both rubrics, the district and the administrative bargaining group have agreed to move forward with the Multi-Dimensional Principal Performance Rubric. The conversion chart applies to the selection of this evaluation rubric. In addition, the district and the administrative group have agreed that all administrators in the district will be evaluated with this rubric (including principals, assistant principals, academic administrators, director of special education, director of health, athletics and physical education and any other member of the unit).

For the 2012-13 school year, we have agreed through the collective bargaining process to use the attached conversion chart to translate between the 4 point rubric and the 60 point rubric for use with the Multi-Dimensional Principal Performance Rubric. This conversion table aligned with the MDPPR ensures that a principal/administrator who receives any effective rating on the State 20 and Local 20 and also receives ratings in the 2.5 to 3.4 range (effective) on the Multi-Dimensional Principal Performance Rubric will earn a composite score of at least 75 (effective) out of the total 100 points possible in the calculation of the APPR composite score.

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

[assets/survey-uploads/5143/128157-pMADJ4gk6R/4pt-60pt Rubric Score Sub-component Conversion Proposed Conversion Table.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.	We will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating on a 4-pt scale and then translate this to a 60 pt. scale using the conversion chart uploaded in 9.7.
Effective: Overall performance and results meet standards.	We will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating on a 4-pt scale and then translate this to a 60 pt. scale using the conversion chart uploaded in 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	We will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating on a 4-pt scale and then translate this to a 60 pt. scale using the conversion chart uploaded in 9.7.
Ineffective: Overall performance and results do not meet standards.	We will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating on a 4-pt scale and then translate this to a 60 pt. scale using the conversion chart uploaded in 9.7.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Thursday, May 10, 2012

Updated Friday, August 31, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, May 10, 2012

Updated Thursday, June 28, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/128161-Df0w3Xx5v6/PIP-final_1.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:

APPEALS

The purpose of the internal APPR appeal process is to foster and nurture growth of the principal/administrator in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. Appeals are reserved for tenured principals/administrators.

Tenured principals/administrators who meet the criteria for the appeal process identified hereafter may access the appeals procedure.

A principal/administrator may not file multiple appeals regarding the same performance review or PIP. All grounds for appeal must be raised within one appeal.

APPR Subject to Appeal Procedure

Any tenured unit member aggrieved by an APPR rating of ineffective or developing may challenge the APPR.

An APPR subjected to a pending appeal shall not be offered in evidence in any Education Law 3020-a proceedings until the appeal process has concluded.

Grounds for Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- The substance of the APPR;*
- The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations;*
- The district's failure to comply with the applicable regulations of the Commissioner of Education;*
- The district's failure to issue and/or implement the terms of the Principal Improvement Plan as required under Education Law 3012-c.*

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed in writing within 10 business days after the tenured principal/administrator has received the APPR. Written notification shall be filed with the superintendent or his/her designee. The written appeal document must clearly identify the grounds for the appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the APPR should be modified shall rest with the appealing administrator.

Appeals shall be referred for consideration to the Administrative Advisory Review Panel, a standing committee made up of two tenured administrators from the Mohonasen Administrator Association, appointed by the president of the MAA and a Central Office Administrator assigned by the superintendent.

An individual administrator who is personally involved in an evaluation shall be ineligible to serve as a Committee member for that specific appeal. Within 15 business days of receipt of an appeal, the Superintendent must submit a detailed written response that includes all documents or materials that are specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. Material not submitted at the time of the response filing will not be considered in deliberations related to the appeal.

The committee will convene within ten (10) calendar days of receipt from the Superintendent of the written appeal. The administrator's written appeal, APPR, and evaluators written response (if any) shall comprise the record on appeal. Members of the committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

Decision of the Appeal

All Committee deliberations will be conducted privately and remain confidential except as required below to further process the appeal:

- The committee will evaluate the merits of the appeal based on review of submitted written documentation*
- If the committee comes to consensus and is in agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing principal/administrator, MAA president, and the Superintendent of Schools within two (2) calendar days of the meeting of the committee.*
- If the committee cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Committee. Each member of the Committee may submit to the Superintendent within three (3) calendar days of the meeting of the committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. At this point, the Superintendent of Schools will meet with the president of the MAA and they will select a mutually agreed upon Superintendent from a local school district to read the appeal and the supporting documents. Said Superintendent will review all statements and the record on appeal and will make a final determination. The Superintendent's final determination shall be in writing and shall be issued within ten (10) business days after receiving the appeal documentation.*

The determination of the appeal pursuant to the above process is final and binding.

The parties agree that the Appeal process described herein shall be subject to review upon the mutual agreement of the parties.

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 will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's annual professional performance review. All administrators in the school district will be certified as lead evaluators on an annual basis. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended State Education Department model certification process.

The District will ensure that all evaluators are trained as lead evaluators and that all receive consistent and rigorous training. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed the required training. The Board of Education will approve and certify all individuals who complete required training as documented by the Superintendent on an annual basis. The Superintendent will maintain records documenting the training and certification of lead evaluators.

Evaluator training will occur in an ongoing and consistent manner through sessions provided regionally in cooperation with BOCES and conducted by the Capital Region BOCES network team personnel who have participated in the NYSED evaluator training for Network Teams. Training may also be provided at times by personnel authorized to train on behalf of an evaluation rubric approved by the New York State Education Department (e.g. Danielson, teachscape etc.)

Evaluators will be re-certified on an annual basis.

In addition, the District will establish a process to maintain and improve inter-rater reliability over time in accordance with New York State Department of Education guidelines and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments, and/or calibration sessions across evaluators.

Training will include but not be limited to:

**New York State Common Core Teaching Standards and ISLLC Standards*

**Evidence based observation*

**Application and use of the State-approved teacher or principal rubrics*

**Application and use of Student Growth Percentile and Value Added Growth Model data*

**Application and use of any assessment tools used to evaluate teachers and principals*

**Application and use of State-approved locally selected measures of student achievement*

**Use of statewide instructional reporting system*

**Scoring methodology used to evaluate teachers and principals*

**Specific considerations in evaluating teachers and principals of ELLS and students with disabilities*

**Unit creation and instructional strategies*

Lead Evaluator

The Superintendent of the Mohonasen Central School District will be trained and certified as a lead evaluator according to the State Education Department's model to ensure consistency, standardization, understanding and ability to reinforce and support evaluators and defensibility for the district.

Responsibilities

The Superintendent, in the role of Lead Evaluator will document completion of training and certify each principal and all other administrators in the district based upon the same model described above. All trained evaluators shall complete observations and once appropriately certified and authorized by the Superintendent, shall also be able to complete summative evaluations and APPR rubrics. Each administrator will fill out the "certification for Lead Evaluator" form and submit to the Superintendent annually for approval by the Board of Education.

Timeline

Beginning with the 2011-12 school year and thereafter, all lead evaluators (superintendent and administrators shall be appropriately trained and certified no later than September 1 of each school year or within thirty (30) days after initial appointment when applicable.

Re-Certification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis. In addition, they shall receive updated training on any changes in the law, regulations or any applicable collective bargaining agreements.

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	Checked

school day of the school year for which the principal is being measured.	
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 Thursday, May 10, 2012

Updated Tuesday, September 04, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/128162-3Uqgn5g9Iu/certificationsept4resubmit.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.

Course
3D Sculp/Ceramic
Accounting
Adv Algebra
Adv Algebra & Lab
Adv Stud Art Sclp
Adv. Studio Art D&P
Advertise & Design
Aerospace Engineering
Algebra
Anat & Phys
AP Biology
AP English
AP Physics
AP US History
AP World History
Arch Drawing I
Band
Basic Electricity
BCA
Bus. Own. & Mktg
Business Law
CADD I
CADD II
Calculus AP
Career Portfolio
CEIP
CEIP - Criminal Justice
CEIP - Fim, TV & Theater
CEIP - First New York
CEIP - Trading Post
Ceramics I

College Algebra
College Comp SCCC
Comm Systems
Comp Aided Man
Computer Apps
Cont. Math
Criminal Justice I
Criminal Justice II
Criminal Sciences
Digital Elect
Draw & Paint
Early Child CEIP
Early Child Coop
Early Child Educ
Earth Sci
Earth Sci - H
E-Commerce
Economics
Engin D&D
English 10 - H
English 10 AIS
English 10A
English 11 - H
English 11A
English 9 - H
English 9 AIS
English 9A
Env Studies
Family Dynamics
Film as Literature
Financial Literacy
Food & Nutrition

Global 10 AIS
Global 9 AIS
Global Hist 10A
Global Hist 9A
Health
Housing & Environ
Intermediate Algebra
Intro to Business
Intro to Engineering Design - DDP
Intro to Lit SCCC
Intro to Phil
Intro to Technology and Trades - DDP
Lifespan Studies
Liv Env I
Liv Env II
Live Production
Live Production II
Living Environment
Mass Media
Materials Proc I
Materials Proc II
Med Tech
Media Focus I
Media Focus II
Music Appreciation
Music Theory
Orchestra
Parenting
Part in Govt
PE 9-12
Personal Fitness
Pre-Calculus

Reg Alg
Reg Alg AIS I
Reg Alg AIS II
Reg Geometry
Resident Struct
Sculpture I
Spanish 1
Spanish 2
Spanish 3
Spanish 4
Spanish 5
Studio in Art
Theatre I
Theatre II
US Hist & Govt A
Video Editing I
Word Processing I
World Myth

Rotterdam-Mohonasen CSD: STUDENT LEARNING OBJECTIVES (SLOs)

HEDI Ratings- Expected Levels of Performance

<p>Introduction</p>	<p>For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a growth score (or in the future 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.</p> <p>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 a STUDENT LEARNING OBJECTIVE for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses.</p>																			
<p>Basic Structure of Student Learning Objectives (SLOs)</p>	<p>For any course in which an SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment exists, it MUST be used. If a state assessment does not exist for any course that the teacher teaches, a Rotterdam-Mohonasen C.S.D. developed assessment will be identified. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to assess incoming students. Using the baseline for each student, targets for student success will be specifically identified on the SLO. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.</p>																			
<p>Further Guidance on Development of SLOs</p>	<p>http://engageny.org/resource/student-learning-objective-guidance-document/</p> <p>http://engageny.org/resource/student-learning-objective-road-map/</p> <p>http://engageny.org/resource/new-york-state-student-learning-objective-template/</p> <p>http://engageny.org/news/student-learning-objective-exemplars-from-new-york-state-teachers-are-now-available/</p>																			
<p>HEDI Scoring</p>	<p>Unless the state approves a value added measure for any given subject, the State-provided growth measure will be used for 20 points in this subcomponent. The SLO will be evaluated based upon the percent of students being assessed that meet or exceed the target specified in the SLO using the following scale:</p>																			
	<p>HIGHLY EFFECTIVE</p>			<p>EFFECTIVE</p>									<p>DEVELOPING</p>					<p>INEFFECTIVE</p>		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
95% +	90-94%	85-89%	84%	83%	82%	81%	80%	79%	78%	77%	75-76%	73-74%	72%	70-71%	69%	67-68%	66%	60-65%	50-59%	0-49%

Attachment 3.3 Teacher Local Score

Calculation of Local 20%: Group Growth Goal: Pinewood Intermediate School (SY 2012-13)

Students:

All students in Pinewood Intermediate School, grades 3-5.

Measure of Growth:

School-wide growth or achievement results based on State-provided school-wide growth score for all students in Pinewood Intermediate School taking the State ELA and Math assessment in grades 4-5 will be used as the measure of growth for Pinewood Intermediate School.

School Year:

2012-2013

Baseline:

This score will be based on the State-provided school-wide growth scores in ELA and Math for the Pinewood Intermediate School therefore the baseline will be determined by the formula that NYSED uses for calculating this number.

Scoring:

	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
1-15 scale																
0-25 scale	24-25	22-23	21	19-20	17-18	14-16	12-13	10-11	9	7-8	5-6	4	3	2	1	0

The score given to each teacher grades 3-5 in the Pinewood Intermediate School will be the **average** of the State-provided school-wide growth score for Math and ELA for Pinewood Intermediate School. It is our assumption that the score will be reported on a 25-point scale. We are willing to try this State-provided school-wide growth score for the local 20% of all teachers in the building for the first year of the new APPR system because we believe that it will be a measure that can be affected by the work of all of the professionals in the building. As teachers seek to incorporate the Common Core Learning Standards into all curricula, each individual's work will have an effect on the progress of the school as a whole on the Math and ELA 3-5 Assessments. Although in the first year, the State-provided school-wide growth score for this building is a composite of test results for only Grades 4 & 5, we feel that it is appropriate to include Grade 3 as well because there are many ways that third grade teachers will ultimately contribute to the overall State-provided school-wide growth score for grades 4 & 5.

Attachment 3.3

Calculation of Local 20%: Group Growth Goal: Draper Middle School (SY 2012-13)

Students:

All students in Draper Middle School, grades 6-8.

Measure of Growth:

School-wide growth or achievement results based on State-provided school-wide growth score for all students in Draper Middle School taking the State ELA and Math assessment in grades 6-8 will be used as the measure of growth for Draper Middle School.

School Year:

2012-2013

Baseline:

The baseline score will be based on the State-provided school-wide growth scores in ELA and Math for the Draper Middle School therefore the baseline will be determined by the formula that NYSED uses for calculating this number.

Scoring:

	Highly Effective		Effective						Developing					Ineffective		
1-15 scale	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
0-25 scale	24-25	22-23	21	19-20	17-18	14-16	12-13	10-11	9	7-8	5-6	4	3	2	1	0

The score given to each teacher who teaches in Draper Middle School will be the average of the State-provided school-wide growth score for Math and ELA for Draper Middle School. It is our assumption that the score for each of the assessments will be reported on a 25 -point scale. We are willing to try this State-provided school-wide growth score for the local 20% of all teachers in the building for the first year of the new APPR system because we believe that it will be a measure that can be affected by the work of all of the professionals in the building. As teachers seek to incorporate the Common Core Learning Standards into all curricula, each individual’s work will have an effect on the progress of the school as a whole on the Math and ELA 6-8 Assessments.

Attachment 3.3

Calculation of Local 20%: Teacher Building Goal: Mohonasen High School (SY 2012-13)

Students:

All students in Mohonasen High School.

This Group Goal is a measurement of the average of the percentage of students Grades 9-12 passing at 65 or above on the 5 gate keeper Regents examinations (Algebra, Living Environment, Global Studies, US History and Government and English 11). Each teacher in the Mohonasen High School will receive a local score which is then a part of the total APPR Score based upon this scale.

Scoring:

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
95-100%	90-94%	85-89%	84%	83%	82%	81%	80%	79%	78%	77%	75-76%	73-74%	72%	70-71%	69%	67-68%	66%	60-65%	50-59%	0-49%

Attachment 3.13

Calculation of Local 20%: Group Growth Goal: Bradt Primary School (SY 2012-13)

Students:

All students in Bradt Primary School, grades K-2.

Measure of Growth:

School-wide growth or achievement results will be based on a locally computed measure based on a District-developed assessment for which the district or BOCES verifies comparability and rigor. Fountas and Pinnell has a rigorous, research based benchmarking system that identifies where students should be functioning at the end of each grade level. Students will be assessed by an objective team of trained teachers at the end of each year and the percentage of students in classes and in the school as a whole that meet or exceed the appropriate Fountas and Pinnell Benchmark will be the basis of this school-wide group goal.

School Year:

2012-2013

Baseline:

A locally developed ELA assessment for each grade level Kindergarten, Grade 1 and Grade 2 will be developed based upon the Fountas and Pinnell Literacy Benchmarks that all of our K-2 Staff is fully trained in. The assessment will be taken in February for Kindergarten students and in November for students in Grades 1 and 2.

Scoring:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	89-90%	87-88%	85-86%	83-84%	81-82%	79-80%	75-78%	73-74%	70-72%	68-69%	65-67%	50-64%	25-49%	0-24%

All teachers in the building will receive the same score based upon the percentage of students in the building who test at or above the appropriate Instructional Text Reading Level in June of 2013 as determined by a locally developed assessment based upon Fountas and Pinnell benchmark assessments. All students in the building are assessed early in the year to determine their Instructional Text Reading Level. Students are given various levels of instruction and intervention with the goal of having all students at the appropriate reading level by the end of the year. For the 2011-12 school year, the actual percentage of students determined to be reading at the appropriate grade level was 85%. It is the building's aspirational goal that 100% of K-2 students are reading at the appropriate level by the end of each school year. To that end, all members of the faculty will provide some sort of support and intervention ranging from incorporation of CCLS into special area classes to intensive remedial intervention. Students will be assessed in June by a team of independent trained teachers, ensuring the integrity of the evaluation process. (More information about the Fountas and Pinnell Benchmark Assessment System can be found at <http://www.heinemann.com/fountasandpinnell/>).

4-pt. Rubric Average	Points on a 60-pt. Rubric
Ineffective (0-49)	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44

1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
Developing 50-56	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective 57-58	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
Highly Effective 59-60	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

4-pt. Rubric Average	Points on a 60-pt. Rubric
Ineffective (0-49)	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44

1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
Developing 50-56	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective 57-58	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
Highly Effective 59-60	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

IMPROVEMENT PLAN

A TIP may be initiated at any time and must be initiated whenever 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 or designee in collaboration with the teacher and the President of the Mohonasen Teachers' Association (MTA) or designee. Any TIP created in response to an developing or ineffective rating must be in place no later than ten (10) days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference will be held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation. This meeting shall include the teacher, an MTA representative, an administrator and a peer coach, if applicable.

In addition to other types of interventions that may be agreed upon, the teacher must be offered the opportunity for a peer coach. The teacher, the Superintendent and the MTA President will select the coach. The teacher shall determine the extent to which the teacher/coach interaction remains confidential." The coach and the teacher will collaborate during the first quarter of the TIP plan timeline. During that time, the teacher will be observed by designated members of the administrative team who will concentrate on observing and evaluating goals identified in the TIP. The administrative team 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.

The TIP can be for any duration, but no longer than one school year. After the first quarter of the TIP timeline, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and meetings among all parties will continue. If, at the conclusion of the TIP timeline, the TIP goals are met, it will terminate. The administration shall determine if the TIP goals have been met. 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 Association for the next school year.

Also at the end of the school year in which a TIP was in place, the administration shall provide the teacher with a summative evaluation 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 an ineffective rating 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 the ineffective rating which was the subject of the TIP, if the teacher has met the performance expectations set by a TIP. Nothing shall be construed to restrict or limit the District's right to bring disciplinary charges against a teacher based upon other grounds, including but not limited to misconduct, immoral character or lack of certification. In addition, 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:

- I. 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.
- II. EXPECTED OUTCOMES: Identify specific recommendations for what the teacher/principal is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher.
- III. 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.
- IV. 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.
- V. 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.
- VI. 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.

Mohonasen Central School District
Teacher Improvement Plan (TIP) Quarterly Progress Form

Teacher: _____ Position: _____

Administrator: _____ Date Issued: _____

Date of Progress Meeting	Areas of Improvement	Status of Expected Outcomes	Names of Meeting Attendees	Satisfactory Progress Yes or No	Plan Adjustment Needed

Comments:

QUFSD - Principal Improvement Plan (PIP) – Progress Form

As a result of this PIP, we anticipate that said Principal will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the building/department administrator, the Principal, and an association representative to discuss progress and make adjustments in the plan when/where applicable.

Progress Report: To be completed by the supervisor and reviewed with the Principal and association representative during regular PIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Areas of Improvement	Status of Action Plans	Names of Meeting Attendees	Satisfactory Progress		Plan adjustment needed
				YES	NO	

Mohonasen Central School District
Teacher Improvement Plan (TIP)

Teacher: _____
Administrator: _____

Position: _____
Date Issued: _____

Area(s) for Improvement	Expected Outcomes	Resources	Teacher's Responsibility	Administrator's Responsibility	Timeline for Achieving Improvement	Evidence of Attainment

Teacher Signature: _____
Administrator Signature: _____

Date: _____
Date: _____

Mohonasen Central School District
Teacher Improvement Plan (TIP) Quarterly Progress Form

Teacher: _____ Position: _____
 Administrator: _____ Date Issued: _____

Date of Progress Meeting	Areas of Improvement	Status of Expected Outcomes	Names of Meeting Attendees	Satisfactory Progress Yes or No	Plan Adjustment Needed

Comments:

Principal Improvement Plans (PIP)*

A principal/administrator improvement plan may be developed at any point in the evaluation cycle when a principal/administrator is demonstrating areas that need to be addressed. However, if a summative APPR results in a principal/administrator being rated as developing or ineffective, a principal/administrator shall be provided a PIP as soon as practicable and in no case later than ten school days after the opening of classes for the school year. The Parties agree that the sole purpose of a PIP is improvement of leadership practice and is not a disciplinary action. The PIP shall be developed in consultation with the principal/administrator, the Superintendent and with the Mohonasen Administrators Association. The principal/administrator shall be advised of the right to such representation. The administrators association president shall be informed whenever a principal/administrator is placed on a PIP, and with the agreement of the principal/administrator, shall be provided with a copy of the PIP.

*note that for purposes of this document, a principal improvement plan is a generic term that will be used not only for principals in need of improvement but for any administrator in the Mohonasen Administrator Association bargaining unit who warrants development and implementation of an improvement plan.

A PIP shall specify:

- The area (s) in need of improvement;
- The performance goals expectations, standards and timelines the principal must meet to achieve an effective rating;
- How improvement will be measured and monitored;
- Schedule of periodic reviews of progress;
- Appropriate differentiated professional development opportunities, materials, resources, and supports the District will provide, including where appropriate the assignment of a mentor.

A tenured principal/administrator who believes that the terms of a PIP are arbitrary, unreasonable, inappropriate or defective, or that the administration has failed to meet its obligation to properly implement the terms of the PIP, may seek relief through an appeal to the Administrative Advisory Review Panel (consisting of 2 administrators from the MAA and a Central Office Administrator designated by the Superintendent). Decisions of the Administrative Advisory Review Panel shall be made by consensus.

Costs associated with the implementation of a PIP shall be borne by the District. No disciplinary action predicated upon an ineffective or developing rating, which is the subject of a PIP, shall be taken by the District against a principal/administrator until the PIP has been fully implemented and its effectiveness in improving the principal/administrator's performance has been evaluated. No disciplinary action against a principal/administrator shall be taken against a principal/administrator who has met all performance expectations set by the PIP, based upon that PIP. Nothing shall be construed to restrict or limit the District's right to bring disciplinary charges against a principal/administrator based upon other grounds, including but not limited to misconduct, immoral character or lack of certification. In addition, nothing shall be construed to

restrict or limit the district's right to deny tenure, or to otherwise terminate a probationary principal/administrator, in compliance with law and the collective bargaining agreement.

The PIP must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal/administrator to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES:** Identify specific recommendations for what the principal/administrator is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher.
- III. **RESOURCES:** Identify specific resources and support systems available to assist the principal/administrator to improve performance. Examples: colleagues; coaching; role playing activities; visitations; courses; workshops; peer visits; materials; etc.
- IV. **RESPONSIBILITIES:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the principal/administrator throughout the Plan. Examples: building observations of the principal/administrator; observation of meetings/events; supervisory conferences between the principal/administrator and the supervisor; written reports and/or evaluations, etc.
- V. **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.
- VI. **TIMELINE:** Provide a specific timeline for implementation of the various components for the PIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Vision, Diagnosis and Planning
2. Safe, Effective, Efficient Learning Environment
3. School Culture and Instructional Program
4. Community, External Relations, Parent Involvement
5. Integrity, Fairness, Ethics
6. Priority Management, Student Management and Discipline
7. Curriculum, Data and Goal Setting and Attainment
8. Fulfillment of Professional Responsibilities
 - A. Attendance
 - B. Professional Development
 - C. Communication with colleagues/administration
 - D. Communication with home

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals is identified in Section 1.

III. RECOMMENDED ACTIVITIES

List of specific activities related to targeted goals identified in Section 1

- A. Observe colleagues identified by Superintendent of Designee
- B. Attend Workshops related to targeted goals
- C. Meeting with designated members of administrative team on a defined scheduled

III. RECOMMENDED RESOURCES

1. Identify the lead evaluator who has oversight of the Principal
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument, template or rubric(s) used to monitor progress

IV. EVIDENCE OF ACHIEVEMENT

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

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

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

APPEALS

The purpose of the internal APPR appeal process is to foster and nurture growth of the principal/administrator in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. Appeals are reserved for tenured principals/administrators.

Tenured principals/administrators who meet the criteria for the appeal process identified hereafter may access the appeals procedure. A principal/administrator may not file multiple appeals regarding the same performance review or PIP. All grounds for appeal must be raised within one appeal.

APPR Subject to Appeal Procedure

Any tenured unit member aggrieved by an APPR rating of ineffective or developing may challenge the APPR.

An APPR subjected to a pending appeal shall not be offered in evidence in any Education Law 3020-a proceedings until the appeal process has concluded.

Grounds for Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- The substance of the APPR;
- The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations;
- The district's failure to comply with the applicable regulations of the Commissioner of Education;
- The district's failure to issue and/or implement the terms of the Principal Improvement Plan as required under Education Law 3012-c.

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed in writing within 10 **business** days after the tenured principal /administrator has received the APPR. Written notification shall be filed with the superintendent or his/her designee. The written appeal document must clearly identify the grounds for the appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the APPR should be modified shall rest with the appealing administrator.

Appeals shall be referred for consideration to the Administrative Advisory Review Panel, a standing committee made up of two tenured administrators from the Mohonasen Administrator Association, appointed by the president of the MAA and a Central Office Administrator assigned by the superintendent.

An individual administrator who is personally involved in an evaluation shall be ineligible to serve as a Committee member for that specific appeal. Within 15 **business** days of receipt of an appeal, the Superintendent must submit a detailed written response that includes all documents or

materials that are specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. Material not submitted at the time of the response filing will not be considered in deliberations related to the appeal.

The committee will convene within ten (10) business days of receipt from the Superintendent of the written appeal. The administrator's written appeal, APPR, and evaluators written response (if any) shall comprise the record on appeal. Members of the committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

Decision of the Appeal

All Committee deliberations will be conducted privately and remain confidential except as required below to further process the appeal:

- The committee will evaluate the merits of the appeal based on review of submitted written documentation
- If the committee comes to consensus and is in agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing principal/administrator, MAA president, and the Superintendent of Schools within two (2) calendar days of the meeting of the committee.
- If the committee cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Committee. Each member of the Committee may submit to the Superintendent within three (3) calendar days of the meeting of the committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. At this point, the Superintendent of Schools will meet with the president of the MAA and they will select a mutually agreed upon Superintendent from a local school district to read the appeal and the supporting documents. Said Superintendent will review all statements and the record on appeal and will make a final determination. The Superintendent's final determination shall be in writing and shall be issued within ten (10) business days after receiving the appeal documentation.

The determination of the appeal pursuant to the above process is final and binding.

The parties agree that the Appeal process described herein shall be subject to review upon the mutual agreement of the parties.

Attachment 8.1 Principal Local Score

Calculation of Local 20%: Group Growth Goal: Pinewood Intermediate School (SY 2012-13)

Students:

All students in Pinewood Intermediate School, grades 3-5.

Measure of Growth:

School-wide growth or achievement results based on State-provided school-wide growth score for all students in Pinewood Intermediate School taking the State ELA and Math assessment in grades 4-5 will be used as the measure of growth for Pinewood Intermediate School.

School Year:

2012-2013

Baseline:

This score will be based on the State-provided school-wide growth scores in ELA and Math for the Pinewood Intermediate School therefore the baseline will be determined by the formula that NYSED uses for calculating this number.

Scoring:

	Highly Effective		Effective						Developing					Ineffective		
1-15 scale	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
0-25 scale	24-25	22-23	21	19-20	17-18	14-16	12-13	10-11	9	7-8	5-6	4	3	2	1	0

The score given to the principal of the Pinewood Intermediate School will be the average of the State-provided school-wide growth score for Math and ELA for Pinewood Intermediate School. It is our assumption that the score will be reported on a 25 point scale. We are willing to try this State-provided school-wide growth score for the local 20% of all teachers in the building for the first year of the new APPR system because we believe that it will be a measure that can be affected by the work of all of the professionals in the building. As teachers seek to incorporate the Common Core Learning Standards into all curricula, each individual's work will have an effect on the progress of the school as a whole on the Math and ELA 3-5 Assessments. Although in the first year, the State-provided school-wide growth score for this building is a composite of test results for only Grades 4 & 5, we feel that it is appropriate to include Grade 3 as well because there are many ways that third grade teachers will ultimately contribute to the overall State-provided school-wide growth score for grades 4 & 5.

Attachment 8.1

Calculation of Local 20%: Principal Building Growth Goal: Draper Middle School (SY 2012-13)

Students:

All students in Draper Middle School, grades 6-8.

Measure of Growth:

School-wide growth or achievement results based on State-provided school-wide growth score for all students in Draper Middle School taking the State ELA and Math assessment in grades 6-8 will be used as the measure of growth for Draper Middle School.

School Year:

2012-2013

Baseline:

The baseline score will be based on the State-provided school-wide growth scores in ELA and Math for the Draper Middle School therefore the baseline will be determined by the formula that NYSED uses for calculating this number.

Scoring:

	Highly Effective		Effective						Developing					Ineffective		
1-15 scale	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
0-25 scale	24-25	22-23	21	19-20	17-18	14-16	12-13	10-11	9	7-8	5-6	4	3	2	1	0

The score given to the principal of Draper Middle School will be the average of the State-provided school-wide growth score for Math and ELA for Draper Middle School. It is our assumption that the score for each of the assessments will be reported on a 25 -point scale. We are willing to try this State-provided school-wide growth score for the local 20% of all teachers in the building for the first year of the new APPR system because we believe that it will be a measure that can be affected by the work of all of the professionals in the building. As teachers seek to incorporate the Common Core Learning Standards into all curricula, each individual’s work will have an effect on the progress of the school as a whole on the Math and ELA 6-8 Assessments.

Attachment 8.1

Calculation of Local 20%: Principal Building Goal: Mohonasen High School (SY 2012-13)

Students:

All students in Mohonasen High School.

This Group Goal is a measurement of the average of the percentage of students Grades 9-12 passing at 65 or above on the 5 gate keeper Regents examinations (Algebra, Living Environment, Global Studies, US History and Government and English 11). The principal will receive a local score based upon this scale.

Scoring:

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
95-100%	90-94%	85-89%	84%	83%	82%	81%	80%	79%	78%	77%	75-76%	73-74%	72%	70-71%	69%	67-68%	66%	60-65%	50-59%	0-49%

Attachment 8.2

Calculation of Local 20%: Principal Building Growth Goal: Bradt Primary School (SY 2012-13)

Students:

All students in Bradt Primary School, grades K-2.

Measure of Growth:

School-wide growth or achievement results will be based on a locally computed measure based on a District-developed assessment for which the district or BOCES verifies comparability and rigor. Fountas and Pinnell has a rigorous, research based benchmarking system that identifies where students should be functioning at the end of each grade level. Students will be assessed by an objective team of trained teachers at the end of each year and the percentage of students in classes and in the school as a whole that meet or exceed the appropriate Fountas and Pinnell Benchmark will be the basis of this school-wide group goal.

School Year:

2012-2013

Baseline:

A locally developed ELA assessment for each grade level Kindergarten, Grade 1 and Grade 2 will be developed based upon the Fountas and Pinnell Literacy Benchmarks that all of our K-2 Staff is fully trained in. The assessment will be taken in February for Kindergarten students and in November for students in Grades 1 and 2.

Scoring:

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	89-90%	87-88%	85-86%	83-84%	81-82%	79-80%	75-78%	73-74%	70-72%	68-69%	65-67%	50-64%	25-49%	0-24%

The principal of the Bradt K-2 building will receive the same score based upon the percentage of students in the building who test at or above the appropriate Instructional Text Reading Level in June of 2013 as determined by a locally developed assessment based upon Fountas and Pinnell benchmark assessments. All students in the building are assessed early in the year to determine their Instructional Text Reading Level. Students are given various levels of instruction and intervention with the goal of having all students at the appropriate reading level by the end of the year. For the 2011-12 school year, the actual percentage of students determined to be reading at the appropriate grade level was 85%. It is the building's aspirational goal that 100% of K-2 students are reading at the appropriate level by the end of each school year. To that end, all members of the faculty will provide some sort of support and intervention ranging from incorporation of CCLS into special area classes to intensive remedial intervention. Students will be assessed in June by a team of independent trained teachers, ensuring the integrity of the evaluation process. (More information about the Fountas and Pinnell Benchmark Assessment System can be found at <http://www.heinemann.com/fountasandpinnell/>).

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:

Kathleen Spring 9/4/12

Teachers Union President Signature: Date:

Marin S Pacheco 9/4/12

Administrative Union President Signature: Date:

Dan 9/4/12

Board of Education President Signature: Date:

Dominic Cefarelli