



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 18, 2012

Ryan Sherman, Superintendent
Schuylerville CSD
14 Spring Street
Schuylerville, NY 12871

Dear Superintendent Sherman:

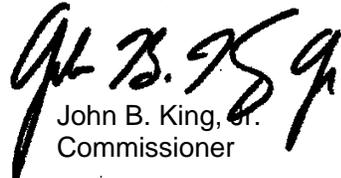
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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, Sr.
Commissioner

c: James Dexter

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 Monday, September 10, 2012

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 521701040000

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

521701040000

1.2) School District Name: SCHUYLERVILLE CSD

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

SCHUYLERVILLE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 03, 2012

Updated Thursday, September 13, 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	Schuylerville K ELA Assessment
1	District, regional, or BOCES-developed assessment	Schuylerville 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Schuylerville 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 (No response)

upload a table or graphic at 2.11, below.	
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90%-100% of the students will meet or exceed designated growth measures.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	72%-89% of students will meet or exceed designated growth measures.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60%-71% of students will meet or exceed designated growth measures.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0%-59% of students will meet or exceed designated growth measures.

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	Schuylerville K Math Assessment
1	District, regional, or BOCES-developed assessment	Schuylerville 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Schuylerville 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90%-100% of students will meet or exceed designated growth measures.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	72%-89% of students will meet or exceed designated growth measures.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60%-71% of students will meet or exceed designated growth measures.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-59% of students will meet or exceed designated growth measures.

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	Schuylerville 6 Science Assessment
7	District, regional or BOCES-developed assessment	Schuylerville 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.	(No response)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90%-100% of students will meet or exceed designated growth measures.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	72%-89% of students will meet or exceed designated growth measures.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60%-71% of students will meet or exceed designated growth measures.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-59% of students will meet or exceed designated growth measures.

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	Schuylerville 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Schuylerville 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Schuylerville 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.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90%-100% of students will meet or exceed designated growth measures.
Effective (9 - 17 points) Results meet District goals for similar students.	72%-89% of students will meet or exceed designated growth measures.
Developing (3 - 8 points) Results are below District goals for similar students.	60%-71% of students will meet or exceed designated growth measures.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-59% of students will meet or exceed designated growth measures.

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	Schuylerville Global 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.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90%-100% of students will meet or exceed designated growth measures.
Effective (9 - 17 points) Results meet District goals for similar students.	72%-89% of students will meet or exceed designated growth measures.
Developing (3 - 8 points) Results are below District goals for similar students.	60%-71% of students will meet or exceed designated growth measures.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-59% of students will meet or exceed designated growth measures.

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.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90%-100% of students will meet or exceed designated growth measures.
Effective (9 - 17 points) Results meet District goals for similar students.	72%-89% of students will meet or exceed designated growth measures.
Developing (3 - 8 points) Results are below District goals for similar students.	60%-71% of students will meet or exceed designated growth measures.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-59% of students will meet or exceed designated growth measures.

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.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90%-100% of students will meet or exceed designated growth measures.
Effective (9 - 17 points) Results meet District goals for similar students.	72%-89% of students will meet or exceed designated growth measures.
Developing (3 - 8 points) Results are below District goals for similar students.	60%-71% of students will meet or exceed designated growth measures.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-59% of students will meet or exceed designated growth measures.

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	Schuylerville 9 English Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Schuylerville 10 English Assessment
Grade 11 ELA	Regents assessment	English Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90%-100% of students will meet or exceed designated growth measures.
Effective (9 - 17 points) Results meet District goals for similar students.	72%-89% of students will meet or exceed designated growth measures.
Developing (3 - 8 points) Results are below District goals for similar students.	60%-71% of students will meet or exceed designated growth measures.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-59% of students will meet or exceed designated growth measures.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education K-12	District, Regional or BOCES-developed	Schuylerville PE Assessment
Business K-12	District, Regional or BOCES-developed	Schuylerville Business Assessment
Art K-6,8,9-12	District, Regional or BOCES-developed	Schuylerville Art Assessment
Music K-12	District, Regional or BOCES-developed	Schuylerville Music Assessment
Health 6, 9-12	District, Regional or BOCES-developed	Schuylerville Health Assessment
Technology 7-12	District, Regional or BOCES-developed	Schuylerville Technology Assessment
Speech K-12	District, Regional or BOCES-developed	Schuylerville Speech Assessment
AIS K-12	District, Regional or BOCES-developed	Schuylerville AIS Assessment
Library Media Specialist K-12	District, Regional or BOCES-developed	Schuylerville Library Assessment

Agriculture 9-12	District, Regional or BOCES-developed	Schuylerville Agriculture Assessment
Reading K-6	District, Regional or BOCES-developed	Schuylerville Reading Assessment
French 8-12	District, Regional or BOCES-developed	Schuylerville French Assessment
Spanish 8-12	District, Regional or BOCES-developed	Schuylerville Spanish Assessment
FACS 7-12	District, Regional or BOCES-developed	Schuylerville FACS Assessment
Economics/Government	District, Regional or BOCES-developed	Schuylerville Economics/Government Assessment
Mod. Algebra 1	District, Regional or BOCES-developed	Schuylerville Mod. Algebra 1
Mod. Algebra 2	State Assessment	Algebra Regents Exam
PreCalculus	District, Regional or BOCES-developed	Schuylerville PreCalculus Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90%-100% of students will meet or exceed designated growth measures.
Effective (9 - 17 points) Results meet District goals for similar students.	72%-89% of students will meet or exceed designated growth measures.
Developing (3 - 8 points) Results are below District goals for similar students.	60%-71% of students will meet or exceed designated growth measures.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-59% of students will meet or exceed designated growth measures.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124236-TXEttx9bQW/Growth Score HEDI Criteria.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 district will adjust SLO targets based upon the following: student prior academic history, students with disabilities, English language learners, students in poverty.

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 Tuesday, June 05, 2012

Updated Thursday, September 13, 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	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	4) State-approved 3rd party assessments	AIMSWEB
7	4) State-approved 3rd party assessments	AIMSWEB
8	4) State-approved 3rd party assessments	AIMSWEB

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.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75%-100% of students will meet or exceed national norm standards in reading comprehension.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-74% of students will meet or exceed national norm standards in reading comprehension.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40%-49% of students will meet or exceed national norm standards in reading comprehension.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-39% of students will meet or exceed national norm standards in reading comprehension.

3.2) Grades 4-8 Math

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

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

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.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or	75%-100% of students will meet or exceed national norm standards in math computation and/or concepts and applications.

achievement for grade/subject.	
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-74% of students will meet or exceed national norm standards in math computation and/or concepts and applications.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40%-49% of students will meet or exceed national norm standards in math computation and/or concepts and applications.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-39% of students will meet or exceed national norm standards in math computation and/or concepts and applications.

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/5139/138973-rhJdBgDruP/Local Scoring.docx>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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.	(No response)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75%-100% of students will meet or exceed national norm standards in reading fluency and/or phonemic segmentation and/or reading comprehension.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	50%-74% of students will meet or exceed national norm standards in reading fluency and/or phonemic segmentation

grade/subject.	and/or reading comprehension.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40%-49% of students will meet or exceed national norm standards in reading fluency and/or phonemic segmentation and/or reading comprehension.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-48% of students will meet or exceed national norm standards in reading fluency and/or phonemic segmentation and/or reading comprehension.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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.	(No response)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75%-100% of students will meet or exceed national norm standards in math computation and/or oral counting.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-74% of students will meet or exceed national norm standards in math computation and/or oral counting.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	40%-49% of students will meet or exceed national norm standards in math computation and/or oral counting.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-48% of students will meet or exceed national norm standards in math computation and/or oral counting.

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	5) District, regional, or BOCES–developed assessments	Schuylerville 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Schuylerville 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	State Science 8 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90%-100% of students will achieve a 65% or better on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-89% of students will achieve a 65% or better on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	47%-64% of students will achieve a 65% or better on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-46% of students will achieve a 65% or better on the summative assessment.

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90%-100% of students will achieve a 65% or better on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-89% of students will achieve a 65% or better on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	47%-64% of students will achieve a 65% or better on the summative assessment.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-46% of students will achieve a 65% or better on the summative assessment.
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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	5) District, regional, or BOCES–developed assessments	Schuylerville Global 9 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global Regents
American History	3) Teacher specific achievement or growth score computed locally	US History Regents

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90%-100% of students will achieve a 65% or better on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-89% of students will achieve a 65% or better on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	47%-64% of students will achieve a 65% or better on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-46% of students will achieve a 65% or better on the summative assessment.

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	3) Teacher specific achievement or growth score computed locally	Regents Exam

Earth Science	3) Teacher specific achievement or growth score computed locally	Regents Exam
Chemistry	3) Teacher specific achievement or growth score computed locally	Regents Exam
Physics	3) Teacher specific achievement or growth score computed locally	Regents Exam

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.	(No response)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90%-100% of students will achieve a 65% or better on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-89% of students will achieve a 65% or better on the summative assessment.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	47%-64% of students will achieve a 65% or better on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-46% of students will achieve a 65% or better on the summative assessment.

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	3) Teacher specific achievement or growth score computed locally	Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	Regents Exam

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	(No response)
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may upload a table or graphic at 3.13, below.	
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90%-100% of students will achieve a 65% or better on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-89% of students will achieve a 65% or better on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	47%-64% of students will achieve a 65% or better on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-46% of students will achieve a 65% or better on the summative assessment.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Schuylerville ELA 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Schuylerville ELA 10 Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90%-100% of students will achieve a 65% or better on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-89% of students will achieve a 65% or better on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	47%-64% of students will achieve a 65% or better on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-46% of students will achieve a 65% or better on the summative assessment.

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
Physical Education K-12	5) District/regional/BOCES–developed	Schuylerville PE Assessment Grade Appropriate
Business K-12	5) District/regional/BOCES–developed	Schuylerville Business Assessment Grade Appropriate
Art K-6, 8, 9-12	5) District/regional/BOCES–developed	Schuylerville Art Assessment Grade Appropriate
Music K-12	5) District/regional/BOCES–developed	Schuylerville Music Assessment Grade Appropriate
Health 6, 9-12	5) District/regional/BOCES–developed	Schuylerville Health Assessment Grade Appropriate
Technology 7-12	5) District/regional/BOCES–developed	Schuylerville Technology Assessment Grade Appropriate
Speech K-12	5) District/regional/BOCES–developed	Schuylerville Speech Assessment Grade Appropriate
AIS K-12	5) District/regional/BOCES–developed	Schuylerville AIS Assessment Grade Appropriate
Library Media Specialist K-12	5) District/regional/BOCES–developed	Schuylerville Library Assessment Grade Appropriate
Agriculture 9-12	5) District/regional/BOCES–developed	Schuylerville Agriculture Assessment Grade Appropriate
Reading K-6	5) District/regional/BOCES–developed	Schuylerville Reading Assessment Grade Appropriate
French 8-12	5) District/regional/BOCES–developed	Schuylerville French Assessment Grade Appropriate
Spanish 8-12	5) District/regional/BOCES–developed	Schuylerville Spanish Assessment Grade Appropriate
FACS 7-12	5) District/regional/BOCES–developed	Schuylerville FACS Assessment Grade Appropriate
Pre-Calculus	5) District/regional/BOCES–developed	Schuylerville Pre-Calculus Assessment Grade Appropriate
Economics/Government	5) District/regional/BOCES–developed	Schuylerville Economics/Government Assessment Grade Appropriate

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. (No response)

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	90%-100% of students will achieve a 65% or better on the summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65%-89% of students will achieve a 65% or better on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	47%-64% of students will achieve a 65% or better on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-46% of students will achieve a 65% or better on the summative assessment.

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

(No response)

3.13) HEDI Tables or Graphics

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

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3.14) Locally Developed Controls

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

The district will add 25 points (HEDI percentage table uploaded 3.13) to a teacher of a co-integrated class. Generally, the co-integrated classrooms are comprised of 3-8 special needs students. The average class size in the district is 21.9. Therefore, 37% of the population of a co-integrated classroom will be children of special needs. On the Local 3rd party vendor HEDI scoring chart for State provided growth teachers, the district assures that no teacher will receive no more than two additional points to their HEDI score.

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.

Grade K-The district will utilize the AIMSWEB assessments in Letter Naming Fluency and Oral Counting to determine the % of students that meet or exceed national norm standards. The percentage of students in ELA and Math will be combined to determine the teacher's local achievement score.

Grade 1-The district will utilize the AIMSWEB assessments in Phonemic Segmentation and Math Computation to determine the % of students that meet or exceed national norm standards. The percentage of students in ELA and Math will be combined to determine the teacher's local achievement score.

Grade 2-The district will utilize the AIMSWEB assessments in Reading Fluency and Math Computation to determine the % of students that meet or exceed national norm standards. The percentage of students in ELA and Math will be combined to determine the teacher's local achievement score.

Grades 3-8-The district will utilize the AIMSWEB assessments in Reading Comprehension and/or Fluency and Math Computation and

concepts/applications to determine the % of students that meet or exceed national norm standards. The percentage of students in ELA and Math will be combined to determine the teacher's local achievement score.

For any teacher that has multiple local assessments, the district will take the average of the percentage of students receiving 65% or better in all subject areas.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, June 05, 2012

Updated Monday, September 10, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(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]	45
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	15

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The district will evaluate teachers two times per year with one being unannounced. The district will utilize a 45-point classroom observation based on certain elements of the Danielson's Framework for Teaching (2007) rubric. The district will average the two evaluations to determine the composite score. Teachers will submit an evidence binder by March 1st of each year. The evidence binder will be worth 15 points and will be evaluated based upon the remaining elements of the Danielson's Framework for Teaching rubric. The combined maximum score for the classroom evaluation and evidence binder will be 60 points. The district will assign points to each element as indicated below and total each to arrive at the 45 point observation score. In addition, the district will utilize the same method (point for each element) to arrive at the evidence binder score. Once both are established, a composite score will be formulated.

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.

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	1.0 for each element
Effective: Overall performance and results meet NYS Teaching Standards.	.85 for each element
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	.65 for each element
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0 for each element

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	38-53
Developing	22-37
Ineffective	0-21

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Wednesday, June 06, 2012

Updated Monday, September 10, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	54-60
Effective	38-53
Developing	22-37
Ineffective	0-21

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, June 05, 2012

Updated Monday, September 10, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/138991-Df0w3Xx5v6/Teacher Improvement Plan Chart.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PROPOSED APPR APPEALS PROCESS

Probationary teachers may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary teachers may not appeal the APPR.

A tenured teacher who earns a rating of ineffective or developing rating may appeal his/her annual professional performance review and the school district's issuance and/or implementation of an improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan.

Tenured teachers may only appeal the substance of the review, and rating, the District's adherence to the standards and methodologies required for such review, adherence to Commissioner's regulations, and/or the issuance and/or implementation of the terms of an improvement plan, in connection with "Ineffective" and "Developing" determinations.

A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised in the initial appeal shall be deemed waived.

The appeal must be submitted in writing to the APPR panel ("Appeals Panel") (or any future similarly configured panel/committee) within 10 school days of the issuance of the APPR or implementation of a Teacher Improvement Plan ("TIP") and shall set forth the basis of the appeal. Tenured teachers may submit written rebuttals of determinations of "Effective" and "Highly Effective" if desired, but may not appeal such ratings.

BURDEN OF PROOF

The burden of proof to establish a rational basis for the appeal rests with the appellant.

APPEALS PANEL

The Appeals Panel shall consist of two members appointed by District and two members appointed by Local Union. The Appeals Panel may modify the TIP, set aside the rating, uphold the rating and/or call for a new review conducted by an administrator (not the original evaluator) and a consulting teacher. A written determination will be rendered within 15 school days.

A. In the event there is no majority opinion of the Appeals Panel, the matter will be sent to the Superintendent for final determination. Final determination will occur within five (5) school days.

The determination of the appeal pursuant to the above process is final and binding. Failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure.

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.

Recertification 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 a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. The inter-reliability training will be conducted by the Washington-Saratoga-Warren-Hamilton-Essex BOCES Network Team, on a schedule, as recommended by the same. The BOCES training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance 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 annual calibration sessions across evaluators. The initial training consisted of five separate full day sessions. Moving forward all administrators will be doing an annual refresher course.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

their related functions, as applicable

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
---	---------

6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
---	---------

6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, June 05, 2012

Updated Monday, September 10, 2012

Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	State provided growth measure
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	State provided growth measure
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	State provided growth measure
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	State Provided growth measure

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, June 05, 2012

Updated Tuesday, September 11, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	ELA and Math
6-8	(a) achievement on State assessments	ELA and Math
9-12	(d) measures used by district for teacher evaluation	ELA and Algebra Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75%-100% of students will meet or exceed Level 3 on the ELA and Math State assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-74% of students will meet or exceed Level 3 on the ELA and Math State assessment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40%-49% of students will meet or exceed Level 3 on the ELA and Math State assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-39% of students will meet or exceed Level 3 on the ELA and Math State assessment

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)

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	None
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	None
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	None
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	None

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/5366/138987-T8MIGWUVm1/K-12 Principal Scoring \(3\).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.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, June 05, 2012

Updated Monday, June 25, 2012

Page 1

9.1) Principal Practice Rubric

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

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

McRel Principal Evaluation System

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district will use the McRel's Principal Evaluation system to determine the 60% portion of the Principal evaluation system. There are 20 elements that comprise the entire evaluation rubric. The point breakdown is as follows for each element:

Ineffective=0

Developing=1

Effective=2

Highly Effective=3

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/5143/138988-pMADJ4gk6R/Principal APPR Rubric 9-11 #1 (2) (2).docx

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

Highly Effective: Overall performance and results exceed standards.	A 3 will be given for where the principal demonstrates highly effective status in that particular element.
Effective: Overall performance and results meet standards.	A 2 will be given for where the principal demonstrates effective status in that particular element.
Developing: Overall performance and results need improvement in order to meet standards.	A 1 will be given for where the principal demonstrates highly developing status in that particular element.
Ineffective: Overall performance and results do not meet standards.	A 0 will be given for where the principal demonstrates ineffective status in that particular element.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	38-53
Developing	22-37
Ineffective	0-21

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Monday, June 25, 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	54-60
Effective	38-53
Developing	22-37
Ineffective	0-21

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, June 05, 2012

Updated Monday, September 10, 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/5276/138989-Df0w3Xx5v6/Principal Improvement Plan Chart.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:

The district assures that the appeal process for principals will be done in a timely and expeditious manner in accordance with Education Law 3012-C.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Recertification 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 a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. The inter-reliability training will be conducted by the Washington-Saratoga-Warren-Hamilton-Essex BOCES Network Team, on a schedule, as recommended by the same. The BOCES training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance 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 annual calibration sessions across evaluators. The training for administrators will be on-going.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

rating and their subcomponent ratings

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, June 07, 2012

Updated Tuesday, September 18, 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/5581/139889-3Uqgn5g9Iu/Signoff_1.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Growth Score HEDI Scoring Range (All Teachers except 4-8)

Level	Highly Effective			Effective									Developing					Ineffective			
Growth Measures	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students	97-100	93-96	90-92	88-89	86-87	84-85	82-83	80-81	78-79	76-77	74-75	72-73	70-71	68-69	66-67	64-65	62-63	60-61	58-59	56-57	<55

All Students will make _____% growth required to score 100%.

**Local
3 rd Party Vendor
HEDI Scoring
K-3 ELA/Math**

Level	Highly Effective			Effective									Developing					Ineffective			
Local Measures	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students	190	180	170	160	150	140	130	120	110	100	90	80	70	60	50	40	30	20	10	5	0-4
	200	189	179	169	159	149	139	129	119	109	99	89	79	69	59	49	39	29	19	9	

200 points was determined by combining the percentages (100% and 100%) from the ELA and Math components

**Local
3 rd Party Vendor
HEDI Scoring
4-8 ELA/Math**

Level	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Local Measures	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students	175	150	145	140	130	120	110	100	95	90	85	84	80	65	51	<50
	200	174	149	144	139	129	119	109	99	94	89	88	83	79	64	

200 points was determined by combining the percentages (100% and 100%) from the ELA and Math components

**Local
HEDI Scoring
Regents and Local Assessments
(All Teachers not associated with a third party vendor)**

Level	Highly Effective			Effective									Developing					Ineffective			
Locally Selected Measures	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Scoring... 65 or better	97- 100	94- 96	90- 93	87- 89	84- 86	81- 83	78- 80	75- 77	72- 74	69- 71	66- 68	65	62- 64	59- 61	56- 58	53- 55	50- 52	47- 49	44- 46	41- 43	<40

**Local
3 rd Party Vendor
HEDI Scoring
K-3 ELA/Math**

Level	Highly Effective			Effective									Developing					Ineffective			
Local Measures	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students	190	180	170	160	150	140	130	120	110	100	90	80	70	60	50	40	30	20	10	5	0-4
	200	189	179	169	159	149	139	129	119	109	99	89	79	69	59	49	39	29	19	9	

200 points was determined by combining the percentages (100% and 100%) from the ELA and Math components

**Local
3 rd Party Vendor
HEDI Scoring
4-8 ELA/Math**

Level	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Local Measures	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of Students	175	150	145	140	130	120	110	100	95	90	85	84	80	65	51	<50
	200	174	149	144	139	129	119	109	99	94	89	88	83	79	64	

200 points was determined by combining the percentages (100% and 100%) from the ELA and Math components

Local HEDI Scoring Regents and Local Assessments (All Teachers not associated with a third party vendor)

Level	Highly Effective			Effective									Developing					Ineffective			
Locally Selected Measures	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Scoring... 65 or better	97- 100	94- 96	90- 93	87- 89	84- 86	81- 83	78- 80	75- 77	72- 74	69- 71	66- 68	65	62- 64	59- 61	56- 58	53- 55	50- 52	47- 49	44- 46	41- 43	<40

200 points was determined by combining the percentages (100% and 100%) from the ELA and Math components

K-12 Principal HEDI Scoring

% of students passing ELA/Math

Level	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Local Measures	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Scoring....	175	150	145	140	130	120	110	100	95	90	85	84	80	65	51	<50
65 or better	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	200	174	149	144	139	129	119	109	99	94	89	88	83	79	64	

200 point system (100% Math and 100% ELA)

**K - 8 Principals
Local HEDI Chart
% of students passing Math/ELA 3-8 Exam**

Level	Highly Effective			Effective									Developing					Ineffective			
Local Measures	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	90- 100	84- 89	80- 84	75-79	70-74	68-69	66-67	65	64	63	62	61	60	59	58	57	56	55	54	53	<52

**9-12 Principal
HEDI Scoring
% of students passing ELA/Math Regents**

Level	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Local Measures	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Scoring....	175	150	145	140	130	120	110	100	95	90	85	84	80	65	51	<50
65 or better	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	200	174	149	144	139	129	119	109	99	94	89	88	83	79	64	

Principal APPR Rubric

Principal Leadership Responsibilities Associated with Managing Change				
Managing Change involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.				
a. Change Agent: Is willing to and actively challenges the status quo.				
Ineffective 0	Developing 1	Effective 2	Highly Effective 3	Not Demonstrated (Comment Required)
<input type="checkbox"/> Uses a variety Of data to identify necessary change initiatives.	<input type="checkbox"/> Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices.	<input type="checkbox"/> Consistently attempts to operate at the edge instead of the center of the schools' competence by leading the implementation of research-based initiatives even though outcomes may be uncertain.	<input type="checkbox"/> Leverages the influence of opinion leaders to strategically target and frame change initiatives in order to increase the rate of adoption. <input type="checkbox"/> Is recognized in the education community as an advocate for new and innovative ways of schooling.	
b. Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.				
<input type="checkbox"/> Understands the importance of how different change initiatives may be perceived differently by various stakeholders and how they may impact others.	...and <input type="checkbox"/> Adapts leadership style to the needs of specific situations. <input type="checkbox"/> Implements procedures that encourage teachers and staff to express opinions and perceptions even if they are contrary to those held by individuals in positions of authority.and Creates and uses transitions teams During times of Change to <input type="checkbox"/> Assist individuals in transitioning into the new ways of doing things. <input type="checkbox"/> Adapt quickly to changing environments and contexts.	...and Improves collective efficacy by <input type="checkbox"/> Effectively managing change. <input type="checkbox"/> Building on the collective ability of the school community to adapt to contextual conditions.	
c. Ideals and Beliefs: Communicates and operates from strong ideals and beliefs about school and schooling.				
<input type="checkbox"/> Possesses well-defined ideals and beliefs about schools and schooling that align with district non-negotiable goals.	...and <input type="checkbox"/> Creates demand for change through sharing beliefs about school, teaching, and learning with teachers and staff. <input type="checkbox"/> Demonstrates behaviors that exemplify stated beliefs about school and schooling.	...and <input type="checkbox"/> Creates demand for change by communicating ideals and beliefs throughout the community. <input type="checkbox"/> Creates opportunities to implement change that exemplifies ideals and beliefs.	...and <input type="checkbox"/> Shares leadership in a manner that extends and promotes the ideals and beliefs about schools and schooling throughout the community. <input type="checkbox"/> Perseveres in the face of challenges to effectively sustain positive change.	

Ineffective 0	Developing 1	Effective 2	Highly Effective 3	Not Demonstrated (Comment Required)
d. Intellectual Stimulation: Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture.				
<input type="checkbox"/> Understands and articulates the current rigorous and relevant research and theory on effective schooling.	...and <input type="checkbox"/> Uses rigorous and relevant research and theory on effective schooling to create demand for change by providing professional development opportunities.	...and <input type="checkbox"/> Uses the outcomes of professional development on rigorous and relevant research and theory on effective schooling to guide professional learning community discussions and activities.	...and <input type="checkbox"/> Provides vicarious and mastery experiences for teachers that capitalize on staff development outcomes and discussions of effective schools practice.	
e. Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about the current curriculum, instruction, and assessment practices.				
<input type="checkbox"/> Articulates knowledge of curriculum, instruction, and assessment in a way that enables staff to understand and apply the knowledge.	...and <input type="checkbox"/> Provides guidance regarding curriculum, instruction, and assessment in order to ensure effective practices in every classroom.	...and <input type="checkbox"/> Provides mastery and vicarious experiences of research-based practices in curriculum design, instructional strategies, and assessment practices through professional development and action research.	...and <input type="checkbox"/> Leverages mastery and vicarious experiences to increase the collective efficacy of teachers and staff.	
f. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning.				
<input type="checkbox"/> Understands the impact of school practices on student learning and achievement. <input type="checkbox"/> Understands the impact that change may have on individuals in the school.	...and <input type="checkbox"/> Uses a variety of data and processes to <input type="checkbox"/> Drive decisions about initiating new and innovative research based programs and interventions. <input type="checkbox"/> Monitor the needs and performance of individuals, groups, and the school as a whole.	...and <input type="checkbox"/> Routinely works collaboratively with teachers and staff to assess the impact of research based programs and interventions on student learning and achievement.	...and <input type="checkbox"/> Monitors the fidelity and consistency of the implementation of research based practices and their impact on student learning and achievement.	
g. Optimize: Inspires and leads new and challenging innovations.				
<input type="checkbox"/> Portrays a positive attitude about the ability of teachers and staff to accomplish school goals.	...and <input type="checkbox"/> Inspires teachers and staff to individually and collectively accomplish school goals.	...and <input type="checkbox"/> Inspires and motivates teachers and staff to accomplish things they consider to be beyond their grasp.	...and <input type="checkbox"/> Promotes perseverance and hope during challenging times.	

PRINCIPAL RESPONSIBILITIES ASSOCIATED WITH FOCUS OF LEADERSHIP

Focus of Leadership involves accurately and pro-actively targeting appropriate areas for school improvement efforts.

Ineffective 0	Developing 1	Effective 2	Highly Effective 3	Not Demonstrated (Comment Required)
a. Contingent Rewards: Recognizes and rewards individual accomplishments.				
<input type="checkbox"/> Develops criteria and procedures for recognizing hard work and results from individuals and groups. <input type="checkbox"/>	<p>...and Capitalizes on formal and informal opportunities to</p> <input type="checkbox"/> Recognize the accomplishments and hard work of all stakeholders. <input type="checkbox"/> Maximize the intangible assets of a school.	<p>...and</p> <input type="checkbox"/> Involves all stakeholder groups in the recognition and reward process. <input type="checkbox"/>	<p>...and</p> <input type="checkbox"/> Promotes the accomplishments of the school. <input type="checkbox"/> Inspires all stakeholders to make significant contributions. <input type="checkbox"/> Improves perceptions of stakeholders that they have the ability to contribute to increases in student achievement.	
b. Discipline: Protects teachers from issues and influences that would detract from their time or focus.				
<input type="checkbox"/> Communicates to the entire school community the importance of an effective learning environment, and that instructional time and focus are the school's top priority.	<p>...and Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction, including</p> <input type="checkbox"/> A school schedule that maximizes instructional time. <input type="checkbox"/> Policies and procedures that maximize the use of instructional time.	<p>...and</p> <input type="checkbox"/> Enforces policies and procedures related to instruction time to assure that all staff members and all students benefit from periods of focused instruction.	<p>...and</p> <input type="checkbox"/> Serves as a champion for protecting and maximizing instructional time and focus to assure an effective learning environment.	
c. Focus: Establishes clear goals and keeps those goals in the forefront of the school's attention.				
<input type="checkbox"/> Understands the importance of setting high expectations for student learning and achievement.	<p>...and</p> <input type="checkbox"/> Leads the school community in the establishment of rigorous and concrete goals to ensure student learning and achievement.	<p>...and Creates processes and procedures to</p> <input type="checkbox"/> Clearly communicate the goals and progress toward achieving them to all members of the school community.	<p>...and</p> <input type="checkbox"/> Leverages high, concrete goals in order to continually create demand for innovation and improvement.	

		<input type="checkbox"/> Maintain a consistent focus on the school's goals.		
d. Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.				
<input type="checkbox"/> Demonstrates knowledge and understanding of curriculum, instruction, and assessment issues.	<input type="checkbox"/> ...and Actively initiates activities to address curriculum, instruction, and assessment issues. Provides and actively participates with teachers in meaningful professional development and opportunities to ___ Reflect upon their practice ___ Engage in peer-to-peer learning ___ Design instructional and curricular activities ___ Address assessment issues	...and Models effective pedagogy that includes ___ Communicating learning goals ___ Acquiring and integrating knowledge ___ Extending and refining knowledge ___ Applying knowledge	<input type="checkbox"/> ...and Helps teachers adopt, adapt, or design rigorous research-based curriculum, instruction and assessment practices, programs and interventions.	
e. Order: Establishes a set of standard operating procedures and routines.				
<input type="checkbox"/> Is developing clear structures, rules, procedures, and routines for student and staff behavior.	<input type="checkbox"/> ...and Has established and consistently enforces policies, procedures, and routines that maximize opportunities for all students to learn.	<input type="checkbox"/> ...and Maximizes the established policies, procedures, and routines to build a culture that is safe, orderly, and enhances student and teacher abilities to engage in meaningful and productive work	<input type="checkbox"/> ...and RR Uses an orderly environment to sustain confidence in the school's ability to educate all children.	
f. Outreach: Is an advocate and spokesperson of the school to all stakeholders.				
<input type="checkbox"/> Communicates with stakeholder groups about school initiatives and activities.	And... Advocates for the school with ___ The Community ___ Parents ___ Central Office ___ Teachers ___ Staff ___ Students	<input type="checkbox"/> And... Collects perception data from the school community to inform advocacy activities.	Uses community relationships as both tangible and intangible assets to engage all stakeholders in ___ Family and community involvement initiatives ___ School governance and improvement ___ Contributing to improving student learning and achievement	

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Ineffective 0	Developing 1	Effective 2	Highly Effective 3	Not Demonstrated (Comment Required)
g. Resources: Provides teachers with material and professional development necessary for the execution of their jobs.				
Assesses the resource needs of teachers and staff, including	...and Ensures that teachers and staff have	...and	...and	
<input type="checkbox"/> Professional development needs.	<input type="checkbox"/> Professional development that enhances their teaching.	<input type="checkbox"/> Seeks out additional resources to maximize outcomes for all students.	<input type="checkbox"/> Implements processes and procedures that ensure the long-term viability of effective programs and practices	
<input type="checkbox"/> Tools, materials, and equipment needs.	<input type="checkbox"/> Tools, materials, and equipment necessary to perform their duties.			

Evidence or Documentation That May Be Used to Support Ratings:

- Principal Training
- University/School Associations
- Formal Evaluations
- New Program Adoptions
- Grade Level Meeting Agendas
- Progress Toward Achieving Goals
- Student Handbook
- Safety Plan
- Budget Notebook
- Student Support Plan
- Recognition Events
- Staff Handbook
- Site Calendar
- Master Schedule
- Staff and Teacher Surveys
- Community Activities
- Student Achievement Meetings, Protocols, and Schedules



PRINCIPAL RESPONSIBILITIES ASSOCIATED WITH PURPOSEFUL COMMUNITY

A Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

Ineffective 0	Developing 1	Effective 2	Highly Effective 3	Not Demonstrated (Comment Required)
a. Affirmation: Recognizes and celebrates school accomplishments and acknowledges failures.				
Privately or individually acknowledges successes and failures of <input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Staff <input type="checkbox"/> The school as a whole <input type="checkbox"/> Communicates the nature of failures and the need to take action to address them.	...and Publicly and fairly recognizes the successes and failures of <input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Staff <input type="checkbox"/> The school as a whole <input type="checkbox"/> Communicates to teachers and staff actions taken and how they contributed to success or failure of school initiatives.	...and Has a for systematically and fairly recognizing successes and failures of <input type="checkbox"/> Students <input type="checkbox"/> Teachers <input type="checkbox"/> Staff <input type="checkbox"/> The school as a whole <input type="checkbox"/> Utilizes the recognition of failure as an opportunity to create demand for improvement.	...and Publicly interprets and communicates <input type="checkbox"/> Failure as temporary and specific <input type="checkbox"/> Success as permanent and pervasive <input type="checkbox"/> Uses successes and failures to increase the belief of teachers and staff in their ability to impact student achievement	
b. Communication: Establishes strong lines of communication with teachers and among students.				
c. Input: Involves teachers in the design and implementation of important decisions.				
<input type="checkbox"/> Implements a variety of strategies to communicate with the teachers, staff, and the larger school community. <input type="checkbox"/> Is accessible to some stakeholder groups. <input type="checkbox"/> Demonstrates an understanding of the importance of providing opportunities for stakeholder input on important issues and decisions.	...and <input type="checkbox"/> Implements a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community. <input type="checkbox"/> Is easily accessible to all stakeholder groups. <input type="checkbox"/> Seeks input from and provides opportunities for stakeholder groups to be involved in the school's decision-making processes.	...and <input type="checkbox"/> Systematically monitors and takes steps to improve communication structures within the school. <input type="checkbox"/> Develops and monitors effective systems and protocols to enable stakeholder groups to communicate with each other and with the principal. <input type="checkbox"/> Creates opportunities and sets expectations for stakeholder groups to assume meaningful leadership and decision-making roles.	...and <input type="checkbox"/> Leverages communications among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the district or school. <input type="checkbox"/> Leverages stakeholder group input in order to create systems and processes that support rigorous education and relevant outcomes that matter to all.	

<p>c. Culture: Fosters shared beliefs and a sense of community and cooperation.</p>				
<input type="checkbox"/> Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement.	<p>...and</p> <input type="checkbox"/> Is the driving force behind a community-wide belief that teachers and staff can impact student learning and achievement.	<p>...and</p> <input type="checkbox"/> Routinely and systematically monitors the level of collective efficacy in the school.	<p>...and</p> <input type="checkbox"/> Leverages vicarious and mastery experiences to build collective efficacy around teacher and staff ability to impact student learning and achievement.	
<input type="checkbox"/> Demonstrates an understanding of how unity of purpose, teamwork, and commitment to the work are interrelated and support the work of the school.	<input type="checkbox"/> Leads the development of an understanding of a unified purpose and a shared vision for the school.	<input type="checkbox"/> Assures that unity of purpose, teamwork, and commitment to the work are at the core of all decisions, activities, and initiatives.	<input type="checkbox"/> Monitors, evaluates, and annually updates the school's purpose, shared vision, and the systems and procedures that support the school's purpose and vision.	
<p>d. Relationships: Demonstrates awareness of the personal aspects of teachers and staff.</p>				
<input type="checkbox"/> Knows teachers and staff on appropriate personal level in order to keep informed about issues within their lives that may enhance or detract from their performance.	<p>...and</p> <input type="checkbox"/> Creates opportunities for teachers and staff to share personal and professional aspirations, prior experiences and successes, interests, and outside activities.	<p>...and</p> <input type="checkbox"/> Identifies and uses the collection of skills, knowledge, and interests teachers and staff members bring to their jobs to provide opportunities for professional growth.	<p>...and</p> <input type="checkbox"/> Strategically uses the strengths and interests of staff to significantly improve student performance.	
	<input type="checkbox"/> Acknowledges significant events in the lives of teachers and staff.			
<p>e. Situational Awareness: is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.</p>				
<input type="checkbox"/> Understands the nature and impact on the school culture of informal groups and relationships among teachers and staff.	<p>...and</p> <input type="checkbox"/> Recognizes and addresses potential conflicts and undercurrents among stakeholder groups, and/or issues in the school that could create discord.	<p>...and</p> <input type="checkbox"/> Implements strategies to ensure that relationships among formal and informal groups impact the school in a positive way	<p>...and</p> <input type="checkbox"/> Leverages opportunities to build and strengthen trusting and productive relationships in order to strengthen the school's capacity to meet future challenges.	
<p>f. Visibility: Has quality contacts and interactions with teachers and students.</p>				
Develops a systematic and strategic plan for visibility that includes	<p>...and</p> Implements the strategic plan for visibility that includes	<p>...and</p> Uses classroom visitations and interactions with stakeholder groups to reinforce the outcomes that matter to all and the overall purpose of the school	<p>...and</p> Has established a purposeful community and developed meaningful networks and strategic alliances to accomplish the school's goals.	
<input type="checkbox"/> Frequent visits to classrooms	<input type="checkbox"/> Frequent visits to classrooms			
<input type="checkbox"/> Frequent interactions with all stakeholder groups.	<input type="checkbox"/> Frequent interactions with all stakeholder groups.			

Evidence or Documentation That May Be Used to Support Ratings:

- School Vision and Mission Statements
- Progress Toward Achievement of Smart Goals
- Staff Conference Agendas and Minutes
- Staff Bulletins and Newsletters
- Team Meeting Agendas
- Teacher Survey Data
- Community Survey Data
- Identification and Use of Human and Fiscal Resources
- PTA/Principal's Newsletter
- Master Schedule
- PTA Calendar
- School Calendar
- ELL Support Schedule
- Faculty Meeting Agendas, Sign In Sheets, Minutes
- Clear Vision and Mission about Improving Student Achievement
- Student Achievement Data
- Student Attendance Data
- Teacher Attendance Data
- Graduation and Promotion Rates
- _____
- _____

PRINCIPAL SUMMARY EVALUATION RATING FORM

This form is to be jointly completed by the principal and superintendent or designee during the Summary Evaluation Conference conducted at the end of the year.

Name: _____

School: _____ District: _____

Date Completed: _____ Evaluator's Title: _____

FRAMEWORK COMPONENT 1: PRINCIPAL LEADERSHIP RESPONSIBILITIES ASSOCIATED WITH MANAGING CHANGE

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. CHANGE AGENT: Is willing to and actively challenges the status quo.					
B. FLEXIBILITY: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.					
C. IDEALS AND BELIEFS: Communicates and operates from strong ideals and beliefs about school and schooling.					
D. INTELLECTUAL STIMULATION: Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture.					
E. KNOWLEDGE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT: Is knowledgeable about the current curriculum, instruction, and assessment practices.					
F. MONITOR AND EVALUATE: Monitors the effectiveness of school practices and their impact on student learning.					
G. OPTIMIZE: Inspires and leads new and challenging innovations.					
OVERALL RATING FOR MANAGING CHANGE					

FRAMEWORK COMPONENT 2: PRINCIPAL RESPONSIBILITIES ASSOCIATED WITH FOCUS OF LEADERSHIP

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. CONTINGENT REWARDS: Recognizes and rewards individual accomplishments.					
B. DISCIPLINE: Protects teachers from issues and influences that would detract from their time or focus.					
C. FOCUS: Establishes clear goals and keeps those goals in the forefront of the school's attention.					
D. INVOLVEMENT IN CURRICULUM, INSTRUCTION AND ASSESSMENT: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.					
E. ORDER: Establishes a set of standard operating procedures and routines.					
F. OUTREACH: Is an advocate and spokesperson of the school to all stakeholders.					
G. RESOURCES: Provides teachers with material and professional development necessary for the execution of their jobs.					
OVERALL RATING FOR FOCUS ON LEADERSHIP					

FRAMEWORK COMPONENT 3: PRINCIPAL RESPONSIBILITIES ASSOCIATED WITH PURPOSEFUL COMMUNITY

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. AFFIRMATION: Recognizes and celebrates school accomplishment and acknowledges failures.					
B. INPUT: Involves teachers in the design and implementation of important decisions.					
C. CULTURE: Fosters shared beliefs and a sense of community and cooperation.					
D. COMMUNICATION: Establishes strong lines of communication with teachers and among students.					
E. RELATIONSHIPS: Demonstrates awareness of the personal aspects of teachers and staff.					
F. SITUATIONAL AWARENESS: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.					
G. VISIBILITY: Has quality contacts and interactions with teachers and students.					
OVERALL RATING FOR PURPOSEFUL COMMUNITY					

Evidence or Documentation That May Be Used to Support Ratings:

- School Vision and Mission Statements
- Progress Toward Achievement of Smart Goals
- Staff Conference Agendas and Minutes
- Staff Bulletins and Newsletters
- Team Meeting Agendas
- Teacher Survey Data
- Community Survey Data
- Identification and Use of Human and Fiscal Resources
- PTA/Principal's Newsletter
- Master Schedule
- PTA Calendar
- School Calendar
- ELL Support Schedule
- Faculty Meeting Agendas, Sign In Sheets, Minutes
- Clear Vision and Mission about Improving Student Achievement
- Student Achievement Data
- Student Attendance Data
- Teacher Attendance Data
- Graduation and Promotion Rates
- _____
- _____

Date of initial determination of concern _____

Date of collaborative conference _____

Teacher Improvement Plan Chart

Area to be Improved	Objectives for Improvement	Self-Improvement Plan	Administrator's Plan to Assist Educator	Improvement Measurement Criteria	Plan Evaluation Timeline

Educator's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

School: _____

Date of initial determination of concern _____

Date of collaborative conference _____

Principal Improvement Plan Chart

Area to be Improved	Objectives for Improvement	Self-Improvement Plan	Superintendent's Plan to Assist Administrator	Improvement Measurement Criteria	Plan Evaluation Timeline

Administrator's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

School: _____

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.

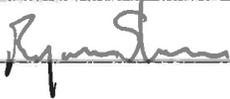
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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:

 9/13/2012

Teachers Union President Signature: Date:

 9/13/12

Administrative Union President Signature: Date:

No Administrative Union

Board of Education President Signature: Date:

 9/13/12