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

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

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December 13, 2012

Jamie Moesel, Superintendent
South Jefferson Central School District
P.O. Box 10
Adams, NY 13605

Dear Superintendent Moesel:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Jack Boak

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, July 17, 2012
Updated Wednesday, December 12, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 220101040000

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

220101040000

1.2) School District Name: SOUTH JEFFERSON CSD

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

SOUTH JEFFERSON 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 Tuesday, July 17, 2012
Updated Tuesday, December 04, 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	SJ District-developed Kindergarten Literacy Assessment
1	State-approved 3rd party assessment	STAR Reading Enterprise - 1st Grade Reading Assessment (Renaissance Learning Inc.)
2	District, regional, or BOCES-developed assessment	JL BOCES Regionally-developed 2nd Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs based on the assessments identified in the APPR will be developed by teachers in accordance with NYSED guidelines for the growth goal-setting process. The District has set the following HEDI scoring criteria for all SLOs (table uploaded at 2.11): Highly Effective: 90-100% of all students meet or exceed their target. Effective: 75-89% of all students meet or exceed their target. Developing: 50-74% of all students meet or exceed their target. Ineffective: 0-49% of all students meet or exceed their target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student academic growth beyond expectations. 90-100% of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable and appropriate student academic growth. 75-89 % of students met or exceeded the SLO target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet district expectations. 50-74% of students met or exceeded the SLO target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceeded the SLO target.

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	JL BOCES Regionally-developed Ktgn Math Assessment
1	District, regional, or BOCES-developed assessment	JL BOCES Regionally-developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	JL BOCES Regionally-developed 2nd Grade 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.	SLOs based on the assessments identified in the APPR will be developed by teachers in accordance with NYSED guidelines for the growth goal-setting process. The District has set the following HEDI scoring criteria for all SLOs (table uploaded at 2.11):

	Highly Effective: 90-100% of all students meet or exceed their target. Effective: 75-89% of all students meet or exceed their target. Developing: 50-74% of all students meet or exceed their target. Ineffective: 0-49% of all students meet or exceed their target.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceeded the SLO target.

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	JL BOCES Regionally-developed 6th Grade Earth Science Assessment
7	District, regional or BOCES-developed assessment	JL BOCES Regionally-developed 7th Grade Life Science Asessment

	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.	SLOs based on the assessments identified in the APPR will be developed by teachers in accordance with NYSED guidelines for the growth goal-setting process. The District has set the following HEDI scoring criteria for all SLOs (table uploaded at 2.11): Highly Effective: 90-100% of all students meet or exceed their target. Effective: 75-89% of all students meet or exceed their target. Developing: 50-74% of all students meet or exceed their target. Ineffective: 0-49% of all students meet or exceed their

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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceeded the SLO target.

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	JL BOCES Regionally-developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	JL BOCES Regionally-developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	JL BOCES Regionally-developed 8th Grade Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	SLOs based on the assessments identified in the APPR will be developed by teachers in accordance with NYSED guidelines for the growth goal-setting process. The District has set the following HEDI scoring criteria for all SLOs (table uploaded at 2.11): Highly Effective: 90-100% of all students meet or exceed their target. Effective: 75-89% of all students meet or exceed their target. Developing: 50-74% of all students meet or exceed their target. Ineffective: 0-49% of all students meet or exceed their target.
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	students met or exceeded the SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceeded the SL target.

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	SJ District-developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs based on the assessments identified in the APPR will be developed by teachers in accordance with NYSED guidelines for the growth goal-setting process. The District has set the following HEDI scoring criteria for all SLOs (table uploaded at 2.11): Highly Effective: 90-100% of all students meet or exceed their target. Effective: 75-89% of all students meet or exceed their target. Developing: 50-74% of all students meet or exceed their target. Ineffective: 0-49% of all students meet or exceed their target.
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2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs based on the assessments identified in the APPR will be developed by teachers in accordance with NYSED guidelines for the growth goal-setting process. The District has set the following HEDI scoring criteria for all SLOs (table uploaded at 2.11): Highly Effective: 90-100% of all students meet or exceed their target. Effective: 75-89% of all students meet or exceed their target. Developing: 50-74% of all students meet or exceed their target. Ineffective: 0-49% of all students meet or exceed their target.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceeded the SL target.

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.	SLOs based on the assessments identified in the APPR will be developed by teachers in accordance with NYSED guidelines for the growth goal-setting process. The District has set the following HEDI scoring criteria for all SLOs (table uploaded at 2.11): Highly Effective: 90-100% of all students meet or exceed their target. Effective: 75-89% of all students meet or exceed their target. Developing: 50-74% of all students meet or exceed their target. Ineffective: 0-49% of all students meet or exceed their target.
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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	SJ District-developed 9th Grade English Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	SJ District-developed 10th Grade English Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs based on the assessments identified in the APPR will be developed by teachers in accordance with NYSED guidelines for the growth goal-setting process. The District has set the following HEDI scoring criteria for all SLOs (table uploaded at 2.11): Highly Effective: 90-100% of all students meet or exceed their target. Effective: 75-89% of all students meet or exceed their target. Developing: 50-74% of all students meet or exceed their target. Ineffective: 0-49% of all students meet or exceed their target.
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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-2)	District, Regional or BOCES-developed	JL BOCES Regionally-developed PE Assessment (Grades K-2)
	Physical Education (3-12)	District, Regional or BOCES-developed	SJ District-developed Elementary/Intermediate/Secondary PE Assessment (3-5, 6-8, 9-12)
	Instrumental Music (4-12)	District, Regional or BOCES-developed	SJ District-developed Elementary/Intermediate/Secondary Instrumental Music Assessment (4-5, 6-8, 9-12)
	Choral Music (4-12)	District, Regional or BOCES-developed	SJ District-developed Elementary/Intermediate/Secondary Choral Music Assessment (4-5, 6-8, 9-12)
	French/Spanish 7th Grade	District, Regional or BOCES-developed	SJ District-developed French/Spanish 7th Grade Assessments
	French/Spanish 8th Grade	District, Regional or BOCES-developed	JL BOCES Regionally-developed Checkpoint A Assessments

	French/Spanish/German 1	District, Regional or BOCES-developed	SJ District-developed French/Spanish/German 1 Assessments
	French/Spanish 2	District, Regional or BOCES-developed	JL BOCES Regionally-developed Pre-Checkpoint B Assessments
	French/Spanish 3	District, Regional or BOCES-developed	JL BOCES Regionally-developed Checkpoint B Assessments
	All other teachers not named above	District, Regional or BOCES-developed	SJ District-developed course specific assessments

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	SLOs based on the assessments identified in the APPR will be developed by teachers in accordance with NYSED guidelines for the growth goal-setting process. The District has set the following HEDI scoring criteria for all SLOs (table uploaded at 2.11): Highly Effective: 90-100% of all students meet or exceed their target. Effective: 75-89% of all students meet or exceed their target. Developing: 50-74% of all students meet or exceed their target. Ineffective: 0-49% of all students meet or exceed their target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student academic growth beyond expectations. 90-100% of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student academic growth. 75 -89% of students met or exceeded the SLO target.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet district expectations. 50-74% of students met or exceeded the SLO target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceeded the SLO target.

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/5364/152874-TXEtxx9bQW/APPR HEDI for Growth 20% Teachers.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.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5
5	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5

6	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8
7	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8
8	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8

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.	Since every teacher is responsible for supporting the Common Core Literacy Standards, all teachers in a building (Wilson K-5, Mannsville K-5, Middle School 6-8, High School 9-12) will earn a HEDI rating based on a school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment

4	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5
5	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5
6	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8
7	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8
8	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8

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.	Since every teacher is responsible for supporting the Common Core Literacy Standards, all teachers in a building (Wilson K-5, Mannsville K-5, Middle School 6-8, High School 9-12) will earn a HEDI rating based on a school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.

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/5139/124643-rhJdBgDruP/APPR 15% Local Measures Teachers and Principals_2.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5
1	6(ii) School-wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5
2	6(ii) School-wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5
3	6(ii) School-wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5

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.	Since every teacher is responsible for supporting the Common Core Literacy Standards, all teachers in a building (Wilson K-5, Mannsville K-5, Middle School 6-8, High School 9-12) will earn a HEDI rating based on a school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5
1	6(ii) School-wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5
2	6(ii) School-wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5
3	6(ii) School-wide measure computed locally	SJ District-developed Writing Assessment-Grades K-5

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.	Since every teacher is responsible for supporting the Common Core Literacy Standards, all teachers in a building (Wilson K-5, Mannsville K-5, Middle School 6-8, High School 9-12) will earn a HEDI rating based on a school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8
7	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8
8	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8

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.	Since every teacher is responsible for supporting the Common Core Literacy Standards, all teachers in a building (Wilson K-5, Mannsville K-5, Middle School 6-8, High School 9-12) will earn a HEDI rating based on a school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing

for grade/subject.	Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing 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	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8
7	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8
8	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 6-8

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.	Since every teacher is responsible for supporting the Common Core Literacy Standards, all teachers in a building (Wilson K-5, Mannsville K-5, Middle School 6-8, High School 9-12) will earn a HEDI rating based on a school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing

for grade/subject.	Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12
Global 2	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12
American History	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12

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.	Since every teacher is responsible for supporting the Common Core Literacy Standards, all teachers in a building (Wilson K-5, Mannsville K-5, Middle School 6-8, High School 9-12) will earn a HEDI rating based on a school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing

achievement for grade/subject.	Assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing 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	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12
Earth Science	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12
Chemistry	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12
Physics	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12

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.	Since every teacher is responsible for supporting the Common Core Literacy Standards, all teachers in a building (Wilson K-5, Mannsville K-5, Middle School 6-8, High School 9-12) will earn a HEDI rating based on a school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to

	grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing 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	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12
Geometry	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12
Algebra 2	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Since every teacher is responsible for supporting the Common Core Literacy Standards, all teachers in a building (Wilson K-5, Mannsville K-5, Middle School 6-8, High School 9-12) will earn a HEDI rating based on a school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to

	grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing 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	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12
Grade 10 ELA	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12
Grade 11 ELA	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment-Grades 9-12

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.	Since every teacher is responsible for supporting the Common Core Literacy Standards, all teachers in a building (Wilson K-5, Mannsville K-5, Middle School 6-8, High School 9-12) will earn a HEDI rating based on a school-wide measure of student growth on the

	district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing 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
	All other teachers	6(ii) School wide measure computed locally	SJ District-developed Writing Assessment (assessments according to grade levels in assigned building)

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.	Since every teacher is responsible for supporting the Common Core Literacy Standards, all teachers in a building (Wilson K-5, Mannsville K-5, Middle School 6-8, High School 9-12) will earn a HEDI rating based on a school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing 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.

assets/survey-uploads/5139/124643-y92vNseFa4/APPR 20% Local Measures Teachers and Principals.docx

3.14) Locally Developed Controls

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

All teachers in a specific building will receive the same HEDI score based on the growth of all students in that building on the South Jefferson Writing Assessment (SJWA). All students will be expected to participate in the SJWA and all possible efforts will be made to achieve this goal. Since the percentage of students with disabilities, ELL students and/or student in poverty may differ greatly from building to building, and since these factors may have a significant effect on those students' and, therefore, a building's overall performance on a writing assessment, the Superintendent will assign up to two additional HEDI points to a building's score if their

percentage of students in any of these subgroups fall in the ranges outlined below:

Students with Disabilites: 9-10% = 1 additional point, 11%+ = 2 addtional points
Students in Poverty: 35-45% = 1 additional point, 46%+ = 2 additional points
ELL: 3-5% = 1 additional point, 6%+ = 2 additional points

In no case will a building be awarded more than 2 additional points regardless of their percentage of students in the above mentioned subgroups.

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.

The District plans to use a school-wide measure based on a single, district-developed assessment (South Jefferson Writing Assessment). The District does not plan to combine multiple measures or use SLOs in the Locally Selected Measures area at this time.

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, July 17, 2012
Updated Friday, December 07, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	(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	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

For the 60% Other Measures, 0-40 points will be based on mulitple classroom observations and 0-20 points will be based on a Structured Review Process of the teacher's Professional Learning Plan which will include evidence and artifacts of teacher effectiveness not typically observable in the classroom setting. For the Observation portion, evidence gathered in each observation, as well as additional evidence documented and shared between the teacher and administrator throughout the school year, will be evaluated using the NYSUT Teacher Practice Rubric. Each domain will receive a rating of 1.0-4.0 based on the evidence documented for the indicators within the domain. Domain ratings will then be averaged (resulting in an average rubric score of 1.0-4.0) and converted to a point value of 0-40 for the Observation portion of the 60% Other Measures component using the negotiated conversion chart (attached). For the Structured Review Process portion, the teacher's Professional Learning Plan (PLP) will be evaluated using the NYSUT Teacher Practice Rubric. Each domain addressed in the teacher's PLP will receive a rating of 1.0-4.0 based on the

evidence documented for the indicators within the domain. Domain ratings will then be averaged (resulting in an average rubric score of 1.0-4.0) and converted to a point value of 0-20 for the PLP portion of the 60% Other Measures component using the negotiated conversion chart (attached). Teachers will be evaluated in all seven NYS Teaching Standards domains each year. The point values for the two sections (Observation and Structured Review Process) will be totaled to determine the teacher's score and HEDI rating for the 60% Other Measures subcomponent of the APPR. The HEDI point ranges for the 60% Other Measures section will be: Highly Effective 59-60, Effective 57-58, Developing 50-56, and Ineffective 0-49.

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

assets/survey-uploads/5091/152919-eka9yMJ855/APPR 60% Other Measures conversion chart_1.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 NYS Teaching Standards.	Teacher's overall performance exceeds the District's expectations for effective teacher practice. Highly Effective: 59-60
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher's overall performance meets the District's expectations for effective teacher practice. Effective: 57-58
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher's overall performance is below the District's expectations for effective teacher practice. Developing: 50-56
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher's overall performance is well-below the District's expectations for effective teacher practice. Ineffective: 0-49

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	1
4.6) Observations of Probationary Teachers | Informal/Short	4
4.6) Observations of Probationary Teachers | Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	0
4.7) Observations of Tenured Teachers | Informal/Short	4
4.7) Observations of Tenured Teachers | Total	4

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?

- Not Applicable

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, July 17, 2012
Updated Wednesday, October 10, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, July 17, 2012
Updated Tuesday, November 27, 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/5265/152926-Df0w3Xx5v6/APPR TIP - TPLP template.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:

J. Appeals of Annual Professional Performance Reviews
1. Appeals of Ineffective and Developing Ratings
This appeals and grievance procedure will apply to tenured teachers who have received a composite score of ineffective or developing.
This procedure will apply to probationary teachers who receive a rating of ineffective.

2. What May Be Challenged in an Appeal
Appeal procedures in connection with an ineffective or developing rating will limit the scope of appeals under Education Law §3012-c to the following subjects:
(1)the substance of the annual professional review

3. Prohibition Against More Than One Appeal
A teacher may not file multiple appeals regarding the same performance review or Teacher Improvement Plan. All grounds for appeal must be raised with specificity within one appeal.

4. Timeframe for Filing Appeal
All appeals must be submitted to the evaluator, who issued the performance review, in writing no later than 15 calendar days from the date when the teacher acknowledges receipt of his/her annual professional performance review rating or 15 calendar days from the issuance of the Teacher Improvement Plan.
All APPR's sent to teachers over the summer will be sent by certified mail to the teacher's home address. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned unless extended by mutual agreement. Any extension will still ensure the process is completed in a timely and expeditious manner.
When filing an appeal, the teacher must submit to the evaluator:
(1) a detailed written description of the specific area(s) of his/her performance review which may include the terms of his/her teacher improvement plan that is being challenged; and
(2) any additional documents or materials relevant to the appeal; and
(3) the performance review and the teacher improvement plan being challenged

5. Timeframe for Evaluator Response
Within 15 calendar days of receipt of an appeal, the evaluator who issued the performance review must submit a detailed written response to the appeal.
The evaluator's response must include:
(1) a detailed written response to the appeal addressing the specific area(s) being challenged; and
(2) any and all additional documents or written materials specific to the point(s) being challenged that support the evaluator's response and are relevant to the resolution of the appeal
(3) any modifications to the Teacher Improvement Plan
The teacher initiating the appeal shall receive a copy of the response filed by the evaluator, and any and all additional information submitted with the response.

6. Panel Appeal
If the teacher is not satisfied with the response from the evaluator and the matter has not been resolved to his/her satisfaction, within 15 calendar days of the receipt of the decision of the evaluator, the teacher may request an appeal to a three person panel as described herein.
The parties agree to formulate a three-person panel to hear the appeal.
The three-person panel will consist of:
(1) the Superintendent (or his/her designee)
(2) the SJTA President (or his/her designee)
(3) third panel member to be mutually chosen by the Association and the District
The third party panel member must be chosen within three calendar days of the teacher requesting the appeal to the panel.
The decision/deliberations of the three-person panel shall be based on a written record which is comprised of:
(1)the teacher's appeal papers and any documentary evidence accompanying the appeal;
(2) the evaluator's response to the appeal and any documentary evidence accompanying the response
A written recommendation of the three-person panel shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. Within 5 calendar days of receipt of the appeal, the panel will issue a written recommendation for resolution to the Teachers' Association President and the Superintendent of Schools. The recommendation may be to deny the appeal, to sustain the appeal and grant remedy sought, or to sustain the appeal and modify the remedy: further, the reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation.
For a Developing rating, the Panel's decision will be final and binding and not subject to any further appeal.

7. Decision
A written decision from the Superintendent of Schools based on the merits of the appeal shall be rendered no later than 45 calendar days from the date upon which the teacher filed his/her appeal. The decision may be to deny the appeal, to sustain the appeal and grant remedy sought, or to sustain the appeal and modify the remedy.
The determination of the appeal by the Superintendent pursuant to the above process is final and binding and not subject to any further appeal through the grievance process except as otherwise authorized by law.
Nothing in this appeals procedure will restrict the right of the district or the obligation of the teacher to proceed in accordance with

otherwise standard practice, e.g., implementation of an improvement plan, while an appeal is pending.

8. What May Be Challenged in a Grievance
Pursuant to the grievance procedure in the collective bargaining agreement, a grievance may be filed, within fifteen (15) days of the Superintendent's determination, for claimed violations relating to
(1)the school district's adherence to the standards and methodologies required by Education Law 3012-c
(2)the adherence to the Commissioner's Regulations, as applicable to such reviews
(3)compliance with any applicable locally negotiated APPR procedures or improvement plans; and
(4)proper implementation of the terms of a teacher improvement plan in connection with an ineffective or developing rating under Education Law 3012-c
A grievance may not be filed to challenge the evaluator's substantive judgment as embodied in the evaluation, and the resulting ineffective or developing rating, or the placement on a teacher improvement plan resulting from the evaluator's substantive judgment. The grievance must set forth explicitly the alleged violation by noting the procedure that was violated and how such procedure was violated.

9. Miscellaneous
The Regulations of the NYS Commissioner of Education state, tenured teachers and principals with a pattern of ineffective teaching or performance - defined by law as two consecutive annual "ineffective" ratings - may be charged and considered for termination through an expedited hearing process. The entire appeals record will be part of the teacher's APPR.

10. Right for Future Appeal Amendments
The details of the District's procedure for resolving appeals of annual professional performance review are determined through collective negotiations with the bargaining agent of the covered teachers. Upon the completion of future negotiations, the district's APPR Appeals and grievance language may be amended by mutual agreement to reflect changes to the procedure of resolving appeals of annual professional performance review.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will access training from the Jeff-Lewis BOCES Network team as well as certified rubric training and other appropriately identified training which will occur throughout the school year on be ongoing.

Lead evaluator training will include the following:

1. New York teaching standards and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;

2. Evidence-based observation teachniques that are grounded in research;

3. Application and use of the student growth percentile model and value-added model;

4. Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice; Inter-rater reliabilty will be insured through network team training.

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

6. Application and use of any Sate-Approved locally selected measures of student acheivement used by the school district or BOCES to evaluate its teachers

7. Use of the State-Wide Instructional Reporting System;

8. The scoring methodology including how scores are generated for each subcomponent and compositie 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 overall rating and their sub-component ratings and

9. Specific considerations in evaluating teachers of English Language Learners and students with disabilities.

Administrators responsible for teacher evaluation will be recertified on an annual basis to comply with the nine elements of performance review listed above. Documentation of training will be maintained on an individual basis at the District Office for each lead evaluator and evaluator.

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, July 17, 2012
Updated Tuesday, December 04, 2012

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

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

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

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

6-8
9-12
(No response)
(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
Wilson Elementary K-5	State assessment	NYS ELA 3-5 and NYS Math 3-5
Mannsville Manor K-5	State assessment	NYS ELA 3-5 and NYS Math 3-5

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.	K-5 principals will recieve a State Provided Growth Score for their students in grades 4 and 5. SLOs will be written for grade 3 ELA and Math and evaluated based on the charts attached in 7.3. State Provided Growth Scores and SLO points earned will be weighted in proportion to the number of students covered by each measure to reach an overall HEDI score and rating for this subcomponent.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	80-100% of students meet SLO target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-79% of students meet SLO target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	43-54% of students meet SLO target
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-42% of students meet SLO target

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/5365/152932-lha0DogRNw/APPR HEDI for Growth 20% Principals revised_2.docx

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.

NA

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)

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Updated Friday, December 07, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	6-8	(d) measures used by district for teacher evaluation	SJ District-developed Writing Assessment - Grades 6-8
	9-12	(d) measures used by district for teacher evaluation	SJ District-developed Writing Assessment - Grades 9-12

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals will earn a HEDI rating based on a their building's school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing 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)

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K -5	(d) measures used by district for teacher evaluation	SJ District-developed Writing Assessment- Grades K-5

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.	Principals will earn a HEDI rating based on a their building's school-wide measure of student growth on the district-developed South Jefferson Writing Assessment (SJWA). In the fall, every student will complete the appropriate grade level "pre-test" writing task from the SJWA. Writing tasks will be scored according to grade-specific writing rubrics and receive a rating of Level 1, 2, 3 or 4. In the spring, every student will complete the appropriate grade level "post-test" writing task from the SJWA which will, again, be scored according to grade-specific writing rubrics. Acceptable growth in writing, as well as, points and HEDI ratings for the Locally'Selected Measures section of the APPR will be determined according to the charts uploaded in 8.2.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-87% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 50% of all students in the building meet or exceed District expectations for growth on the District-wide Writing Assessment.

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/5366/154893-T8MlGWUVm1/APPR 20% Local Measures Teachers and Principals.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.

All teachers and principals in a specific building will receive the same building-wide HEDI score based on the growth of all students in that building on the South Jefferson Writing Assessment (SJWA). All students will be expected to participate in the SJWA and all possible efforts will be made to achieve this goal. Since the percentage of students with disabilities, ELL students and/or student in poverty may differ greatly from building to building, and since these factors may have a significant effect on those students' and, therefore, a building's overall performance on a writing assessment, the Superintendent will assign up to two additional HEDI points to a building's score if their percentage of students in any of these subgroups fall in the ranges outlined below:

Students with Disabilites: 9-10% = 1 additional point, 11%+ = 2 addtional points
Students in Poverty: 35-45% = 1 additional point, 46%+ = 2 additional points
ELL: 3-5% = 1 additional point, 6%+ = 2 additional points

In no case will a building be awarded more than 2 additional points regardless of their percentage of students in the above mentioned subgroups.

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.

NA

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, July 24, 2012
Updated Friday, December 07, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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.	(No response)
9.3) Assurances -- Goals | Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Multidimensional Principal Performance Rubric will be used to evaluate principals in each of six domains: Shared Vision of Learning; School Culture and Instructional Program; Safe, Efficient, Effective Learning Environment; Community; Integrity, Fairness, Ethics; and Political, Social, Economic, Legal and Cultural Context. Indicators observed in each domain will be rated on a scale of 1-4 (H=4, E=3, D=2, I=1). An "average domain score" will be calculated for each domain by finding the mean of the indicator ratings within the domain. The average domain score will then be multiplied by the negotiated "weighting factors" to calculate the "weighted score" for each domain. These weighted scores will then be totaled to determine the "total rubric weighted score." The negotiated conversion chart will be used to convert the "total rubric weighted score" to a final 0-60 point score for this subcomponent. (Weighting factors, conversion chart and HEDI ranges are attached in 9.7)

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/5143/154895-pMADJ4gk6R/APPR 60% Other Measures Principals_1.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 principal is considered highly effective if they receive a converted score of 59-60 on the Multidimentional Principal Performance Rubric.
Effective: Overall performance and results meet standards.	A principal is considered highly effective if they receive a converted score of 57-58 on the Multidimentional Principal Performance Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	A principal is considered highly effective if they receive a converted score of 50-56 on the Multidimentional Principal Performance Rubric.
Ineffective: Overall performance and results do not meet standards.	A principal is considered highly effective if they receive a converted score of 0-49 on the Multidimentional Principal Performance Rubric.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	1
By trained administrator	3
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	1
By trained administrator	3
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Tuesday, July 24, 2012
Updated Friday, December 07, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, July 24, 2012
Updated Thursday, December 06, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/154897-Df0w3Xx5v6/APPR PIP.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:

South Jefferson Central Schools
Principal Evaluation Appeals Process

Purpose of Appeal
The purpose of the internal appeal process is to foster and nurture growth of the professional staff in order to maintain a highly

qualified and effective work force. The following appeal process is designed to further this goal. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A principal may not file multiple appeals regarding the same performance review or PIP. The burden of proof shall be on the appellant to establish by the burden of the evidence that the rating given by the lead evaluator was not justified.

APPR Subject to Appeal Process
The appeal process will be available to employees to appeal either a procedural error in the evaluation process or appeal a substantive portion of the evaluation.

Only employees who receive an APPR rating of either Developing or Ineffective may challenge that APPR.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal, will not be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

The 3012-c appeal procedure shall constitute the means for initiating, reviewing, and resolving any and all challenges to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

Grounds for an Appeal
An appeal may be filed challenging the APPR based upon one or more of the following grounds:
a. The substance of the Annual Professional Performance Review, including any observations or PIP;
b. The district s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;
c. The district s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
d. The district s failure to issue and/or implement the terms of the Principal Improvement Plan, where applicable, as required under Education Law §3012-c.

Filing An Appeal
The Principal must inform the Superintendent in writing not later than ten work days of receipt of the evaluation they will be filing an appeal and the appeal must be submitted to the Superintendent. When filing an appeal, the Principal must submit a detailed written description of the specific areas of disagreement over the APPR rating being challenged or the implementation of the PIP. Any documentation, materials or evidence in support of the challenge must be submitted with the appeal.

Decision on the Appeal
The Superintendent will meet with the Principal in an effort to informally resolve the appeal within 10 days after receipt of the notice of appeal and documentation.

If no agreement can be reached, within 15 days after the informal meeting, the Superintendent shall issue a written decision on behalf of the District to the Principal specifically including a written report and determination on the appeal.

Review of the Appeal
If the principal does not agree with the determination of the Superintendent, the Principal shall notify the Superintendent in writing of their request for a panel review. This request shall be received by the Superintendent within five days of receipt of the Superintendent's decision. At that time, a panel shall be established that acts as the final authority on that APPR appeal, with no other appeals allowed.

This panel would consist of three people:

1. A Superintendent from one of the BOCES component School Districts, selected by the Superintendent of Schools

2. An administrator from one of the BOCES component School Districts, selected by the appealing principal;

3. A third individual, also an employee of one of the BOCES component School Districts, mutually selected by the first two panel members.

The selection of the panel and the meeting of the panel to review the written appeal shall be completed within 15 days of the receipt of the Principal's request for the review. The panel shall provide a written decision on the appeal within 10 days after the meeting of the panel and their decision shall be final and binding (time frames specified above may be modified by mutual written consent of the Superintendent and the Principal, however, these modifications must be made in a timely and expeditious manner). The panel's decision shall specifically list the reasons and factual basis for each determination on each of the specific issues raised in the

Principal's appeal. The Panel will have the authority to uphold the Superintendent's rating, modify the rating, or order a new evaluation if procedures have been violated, however, any actions taken by the panel will be made in a timely and expeditious manner.The original decision, original appeal, and supporting information, and original response, along with the determination of the panel, will be placed in the Principal's personnel file.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Lead Evaluator (Superintendent) has attended training in the Multidimentional Rubric and other appropriate and relevant training through the Jeff-Lewis BOCES network team and will be certified and approved by the Board of education as such. Given this certification, the Superintendent will provide turn key training to the Assistant Superintendent who will assist the Lead Evaluator in the collection of evidence/artifacts as well as review the Principal's APPR to ensure inter-rater reliability. Topics of training will include, but will not be limited to, effective teaching practice, inter-rater reliability, reasearch-based dimensions of leadership and leadership-based responsibilities that correlation with the improvement of student achievement (Reeves, Marzano). The Lead Evaluator will receive ongoing training and recertification as deemed appropriate by the District Superintendent and the Board of Education annually.

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 Wednesday, July 18, 2012
Updated Wednesday, December 12, 2012

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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/5581/153245-3Uqgn5g9Iu/APPR Signature Pages Dec 2012.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.

HEDI Scoring for Growth on State or Comparable Measures (20%)

Growth on State or Comparable Measures (0-20 points)

	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% achieving SLO target	97-100	94-96	90-93	88-89	86-87	84-85	82-83	80-81	78-79	77	76	75	70-74	66-69	62-65	58-61	54-57	50-53	35-49	20-34	0-19

SLOs will be evaluated using the above table. Assessments used for SLOs in each subject area will be determined by the District according to NYSED Guidelines.

SJCSD Annual Professional Performance Review

HEDI Scoring for Locally-Selected Measures (15%)
for Teachers and Principals in grades/buildings for which there is an approved Value-Added Measure

	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
Points	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% achieving target (growth)	95-100	88-94	85-87	82-84	79-81	76-78	73-75	70-72	66-69	62-65	58-61	54-57	50-53	35-49	20-34	0-19

SJCSD Annual Professional Performance Review

Acceptable Growth Determination for South Jefferson Writing Assessment
Locally-Selected Measures

	Level 1 (post-test)	Level 2 (post-test)	Level 3 (post-test)	Level 4 (post-test)
Level 1 (pre-test)	**NO**	**YES**	**YES**	**YES**
Level 2 (pre-test)	**NO**	**NO**	**YES**	**YES**
Level 3 (pre-test)	**NO**	**NO**	**YES**	**YES**
Level 4 (pre-test)	**NO**	**NO**	**YES**	**YES**

Students scoring a Level 1 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 2, 3, or 4 on the post-test writing task.

Students scoring a Level 2 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 3 or 4 on the post-test writing task.

Students scoring a Level 3 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 4 on the post-test writing task. They will also be considered to have made acceptable growth if they maintain a Level 3 since Level 3 is considered to be "proficient."

Students scoring a Level 4 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 3 or 4 on the post-test writing task since these levels are considered to be "proficient" and "above grade-level expectations" and, therefore, both acceptable.

SJCSD Annual Professional Performance Review

HEDI Scoring for Locally-Selected Measures (20%)
for Teachers and Principals in grades/buildings for which there is not an approved Value-Added Measure

Locally Selected Measures (0-20 points)

	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% achieving Target (growth)	95-100	90-94	88-89	86-87	84-85	82-83	80-81	78-79	76-77	74-75	72-73	70-71	66-69	62-65	58-61	54-57	52-53	50-51	35-49	20-34	0-19

The District has chosen the South Jefferson Writing Assessment (locally-developed) for the Locally-Selected Measure component. Each teacher's/principal's score in this component will be based on a building-wide growth measure that includes all students in the building.

SJCSD Annual Professional Performance Review

Acceptable Growth Determination for South Jefferson Writing Assessment
Locally-Selected Measure

	Level 1 (post-test)	Level 2 (post-test)	Level 3 (post-test)	Level 4 (post-test)
Level 1 (pre-test)	**NO**	**YES**	**YES**	**YES**
Level 2 (pre-test)	**NO**	**NO**	**YES**	**YES**
Level 3 (pre-test)	**NO**	**NO**	**YES**	**YES**
Level 4 (pre-test)	**NO**	**NO**	**YES**	**YES**

Students scoring a Level 1 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 2, 3, or 4 on the post-test writing task.

Students scoring a Level 2 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 3 or 4 on the post-test writing task.

Students scoring a Level 3 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 4 on the post-test writing task. They will also be considered to have made acceptable growth if they maintain a Level 3 since Level 3 is considered to be "proficient."

Students scoring a Level 4 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 3 or 4 on the post-test writing task since these levels are considered to be "proficient" and "above grade-level expectations" and, therefore, both acceptable.

SJCSD Annual Professional Performance Review

60% Other Measures
Conversion Chart

Mean Rubric Score	Corresponding **PLP** Component Score (0-20)	Corresponding **Observation** Component Score (0-40)
1	0	0
1.1	2	12
1.2	4	16
1.3	6	20
1.4	8	24
1.5	10	28
1.6	12	32
1.7	13	36
1.8	14	36
1.9	15	36
2	15	37
2.1	16	37
2.2	16	38
2.3	17	38
2.4	17	39
2.5	18	39
2.6	18	39
2.7	18	39
2.8	18	39
2.9	18	39
3	18	39
3.1	19	39
3.2	19	39
3.3	19	39
3.4	19	39
3.5	20	39
3.6	20	39
3.7	20	39
3.8	20	40
3.9	20	40
4	20	40

For <u>each</u> component of the 60% Other Measures section (PLP & Observation):

Score each NYS Teaching Standard area using the 1-4 rubric scale.

Find the mean rubric score from 1.0-4.0 (rounded to nearest tenth).

Use conversion chart to determine the corresponding points in each component area.

Add points from the two component areas to determine total points for the 60% Other Measures section.

Rating Category	0-60 point distribution
Ineffective	0-49
Developing	50-56
Effective	57-58
Highly Effective	59-60

HEDI Scoring for Growth on State or Comparable Measures (20%)
Elementary Principals

Since State-provided growth scores will not cover 30% or more of the population in the K-5 elementary buildings, elementary principals will write SLOs for this section of the APPR:

1) One SLO will use the State-provided growth score for NYS ELA and Math - Grades 4-5.
   (HEDI points will be provided by the State for these SLOs in the form of state-provided growth scores.)
2) One SLO will be based on the percentage of students demonstrating acceptable growth as assessed by the NYS ELA 3.
3) One SLO will be based on the percentage of students demonstrating acceptable growth as assessed by the NYS Math 3.
   (HEDI points for these SLOs will be determined by the charts below.)

Acceptable growth for 3rd Grade ELA

ELA 3 Pre-test Performance Level	End: Level 1	End: Level 2	End: Level 3	End: Level 4
0-11 points	No	Yes	Yes	Yes
12+ points	No	No	Yes	Yes

Acceptable growth for 3rd Grade ELA

Math 3 Pre-test Performance Level	End: Level 1	End: Level 2	End: Level 3	End: Level 4
0-6 points	No	Yes	Yes	Yes
7+ points	No	No	Yes	Yes

	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% demonstrating acceptable growth	94-100	87-93	80-86	76-79	72-75	68-71	64-67	60-63	58-59	57	56	55	53-54	51-52	49-50	47-48	45-46	43-44	40-42	37-39	0-36

Since elementary principals will have SLOs and a State-provided growth score, each earning a score of 0-20, the District will weight each measure in proportion to the number of students covered to reach a combined score for the Growth on State or Comparable Measures subcomponent.

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HEDI Scoring for Locally Selected Measures of Student Achievement for Teachers and Principals in grades/buildings for which there is an Approved Value-Added Measure (0-15 points)

	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
Points	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% achieving target (growth)	95-100	88-94	85-87	82-84	79-81	76-78	73-75	70-72	66-69	62-65	58-61	54-57	50-53	35-49	20-34	0-19

SJCSD Annual Professional Performance Review

HEDI Scoring for Locally-Selected Measures (20%)
for Teachers and Principals in grades/buildings for which there is not an approved Value-Added Measure

Locally Selected Measures (0-20 points)

	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% achieving Target (growth)	95-100	90-94	88-89	86-87	84-85	82-83	80-81	78-79	76-77	74-75	72-73	70-71	66-69	62-65	58-61	54-57	52-53	50-51	35-49	20-34	0-19

The District has chosen the South Jefferson Writing Assessment (locally-developed) for the Locally-Selected Measure component. Each teacher's/principal's score in this component will be based on a building-wide growth measure that includes all students in the building.

SJCSD Annual Professional Performance Review

Acceptable Growth Determination for South Jefferson Writing Assessment
Locally-Selected Measure

	Level 1 (post-test)	Level 2 (post-test)	Level 3 (post-test)	Level 4 (post-test)
Level 1 (pre-test)	**NO**	**YES**	**YES**	**YES**
Level 2 (pre-test)	**NO**	**NO**	**YES**	**YES**
Level 3 (pre-test)	**NO**	**NO**	**YES**	**YES**
Level 4 (pre-test)	**NO**	**NO**	**YES**	**YES**

Students scoring a Level 1 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 2, 3, or 4 on the post-test writing task.

Students scoring a Level 2 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 3 or 4 on the post-test writing task.

Students scoring a Level 3 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 4 on the post-test writing task. They will also be considered to have made acceptable growth if they maintain a Level 3 since Level 3 is considered to be "proficient."

Students scoring a Level 4 on the pre-test writing task will be considered to have made acceptable growth in writing if they score a Level 3 or 4 on the post-test writing task since these levels are considered to be "proficient" and "above grade-level expectations" and, therefore, both acceptable.

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HEDI Scoring for 60% Other Measures of Principal Effectiveness

1) Rate indicators observed in each domain of the Multidimensional Principal Performance Rubric on a scale of 1-4 (H=4, E=3, D=2, I=1).
2) Find the mean of the indicator ratings within each domain to calculate the *Average Domain Score*.
3) Multiply the *Average Domain Score* by the negotiated weighting factor to calculate the *Weighted Score* for each domain.
4) Total the *Weighted Scores* to calculate the *Total Rubric Weighted Score*.
5) Convert the *Total Rubric Weighted Score* to the final subcomponent score (0-60 points) using the negotiated conversion chart below.

Domain 1: Shared Vision of Learning

Average Domain Score _____ x .12 Domain 1 Weighted Score: _____

Domain 2: School Culture and Instructional Program

Average Domain Score = _____ x .17 Domain 2 Weighted Score: _____

Domain 3: Safe, Efficient, Effective Learning Environment

Average Domain Score = _____ x .15 Domain 3 Weighted Score: _____

Domain 4: Community

Average Domain Score = _____ x .08 Domain 4 Weighted Score: _____

Domain 5: Integrity, Fairness, Ethics

Average Domain Score = _____ x .08 Domain 5 Weighted Score: _____

Domain 6: Political, Social, Economic, Legal, and Cultural Context

Average Domain Score = _____ x .40 Domain 6 Weighted Score: _____

Total Rubric Weighted Score: _____

Total Rubric Weighted Score	Corresponding 0-60 Point Score
1	0
1.1	14
1.2	20
1.3	26
1.4	32
1.5	38
1.6	44
1.7	49
1.8	50
1.9	51
2	52
2.1	53
2.2	54
2.3	55
2.4	56
2.5	57
2.6	57
2.7	57
2.8	57
2.9	57
3	57
3.1	58
3.2	58
3.3	58
3.4	58
3.5	59
3.6	59
3.7	59
3.8	59
3.9	60
4	60

Rating Category	***HEDI Points***
INEFFECTIVE	***0-49***
DEVELOPING	***50-56***
EFFECTIVE	***57-58***
HIGHLY EFFECTIVE	***59-60***

SJCSD Annual Professional Performance Review

Targeted Professional Learning Plan (TPLP)

Teacher: _____ School Year: _____

Assignment/Grade Level: _____ Building: _____

When required, due to an overall rating of" developing" or "ineffective" through an annual professional performance review, a Targeted Professional Learning Plan will be collaboratively developed by the teacher and administrator. A third party representative from the SJTA may also be involved if requested by either the teacher or the administrator. The TPLP will be developed no later than 15 days after the date on which teachers are required to report prior to the opening of classes for the school year. (The TPLP, when required, will be developed in lieu of a PLP.)

Areas In Need of Improvement

In column 1, identify the specific NYS Teaching Standards and rubric indicators that will be addressed in this TPLP. In column 2, provide a description of the teacher's current practice for each indicator illustrating why their performance is rated as "developing" or "ineffective." In column 3, provide a clear description of the practice/performance the teacher must demonstrate in order to receive a proficient rating. In column 4, create a SMART goal for each indicator that, if achieved, will demonstrate acceptable improvement.

1 NYS Teaching Standard & Specific Rubric Indicator	2 Current Practice/Performance	3 Expected Practice/Performance	4 SMART Goal
NYS Standard II.4: Establishes goals that are aligned with learning standards *NYSUT II.4B Articulates learning objectives/goals with learning standards.*	*Teacher does not identify learning objectives or identifies goals for "student activity" rather than "student learning." (ie: "Students will discuss the story," rather than "Students will cite textual evidence to support analysis of what text says explicitly as well as inferences drawn from text.")*	*Teacher will identify and communicate to students a specific learning objective for each lesson or series of lessons. Learning objectives will be related to key concepts/skills and specify what students are expected to learn rather than what activities they will do.*	*Lesson plans will be submitted to the principal for review bi-weekly and will include clearly stated learning objectives for each lesson or series of lessons. When observed, I will be able to articulate/show evidence of how learning objectives are communicated to students.*

Action Plan

In-District Supports: (Collegial mentors, peer observations, additional observations by administrator, release time, study groups, technology training, materials, etc.)

Workshops/Conferences: (Regional professional development opportunities)

Timeline/Plan for Interim Feedback and Evaluation of Progress: A teacher with a TPLP will meet with their building administrator once every five weeks to review their progress towards achieving their goals. Please list the expected dates for the 5 week review meetings below:

Teacher's Signature: _____
Date: _____

Administrator's Signature: _____
Date: _____

SJCSD Annual Professional Performance Review

Principal/Administrator Improvement Plan

Principal: _____ Probationary: _____ Tenure:_____ Date of Review: _____

Domain	Area in Need of Improvement	Performance Goals & Benchmarks	Professional Development & Resources	Timeline	Evaluation Assessment & Monitoring (How Assessed)	Date of Progress Review	Accomplished Yes/No/ Ongoing
1. Shared Vision of Learning							
2. School Culture and Instructional Program							
3. Safe, Efficient, Effective Learning Environment							
4. Community							
5. Integrity, Fairness, Ethics							
6. Political, Social, Economic, Legal and Cultural Context							
Other: Goal Setting and Attainment							

Principal/Administrator Reflection:

I. Which aspects of your professional abilities were effective and why?

2. What would you do differently to increase your effectiveness?

3. Other comments:

Administrator Comments:

_____ All Objectives met; no additional PIP required

_____ Continuation of PIP recommended

_____ Modified PIP recommended

_____ PIP recommended for newly identified objectives

_____ _____

Principal/Administrator Signature **Date**

_____ _____

Supervisor Signature **Date**

cc: Personnel File
Director of Curriculum and Instruction K-12

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 the 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:

12/11/12

Teachers Union President Signature: Date:

Nancy A. Carestia 12/11/12

Administrative Union President Signature: Date:

Thomas A. 12/11/12

Board of Education President Signature: Date:

Todd Rade 12/18/12