



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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September 22, 2014

Revised

Daniel Liebert, Principal
Tech Valley Regional Technology Institute
246 Tricentennial Drive
Albany, NY 12203

Dear Principal Liebert:

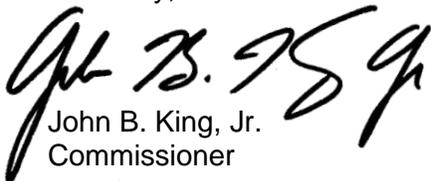
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

NOTE:

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

Created Wednesday, June 11, 2014

Updated Tuesday, June 17, 2014

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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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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 : 499000000000

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

499000000001

1.2) School District Name: QUESTAR III (R-C-G) BOCES

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

Tech Valley High School

1.3) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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
1.3) 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

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, June 17, 2014

Updated Thursday, September 11, 2014

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 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, 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.	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: grade 8 Science, 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	Not applicable	Not Applicable
1	Not applicable	Not Applicable
2	Not applicable	Not Applicable

	ELA	Assessment
3	Not applicable	Not applicable

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 measuring student growth on the assessments listed for this Task.

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

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	Not applicable	Not Applicable
1	Not applicable	Not Applicable
2	Not applicable	Not Applicable

	Math	Assessment
3	Not applicable	Not applicable

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 measuring student growth on the assessments listed for this Task.

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

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not Applicable
7	Not applicable	Not Applicable

	Science	Assessment
8	Not applicable	Not applicable

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 measuring student growth on the assessments listed for this Task.

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

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not Applicable
7	Not applicable	Not Applicable
8	Not applicable	Not Applicable

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 measuring student growth on the assessments listed for this Task.

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.	Not Applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not Applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not Applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not Applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not Applicable

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 School-/BOCES-wide group/team results based on State assessments	NYS Global Regents Assessment

Social Studies Regents Courses	Assessment
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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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the Global 1, the teacher will use a school wide measure based upon the Global 2 Regents Assessment. The development of SLO's will be overseen by the TVHS principal. Multiple measures will be used, historical achievement and pre-assessment data, to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Points will be assigned points in accordance with the TVHS HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above state average for similar students (or TVHS goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet state average for similar students (or TVHS goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below state average for similar students (or TVHS goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below state average for similar students (or TVHS goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)

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
Earth Science	Regents assessment
Chemistry	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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of SLO's will be overseen by the TVHS principal. Multiple measures will be used, historical achievement and pre-assessment data, to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Points will be assigned points in accordance with the TVHS HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above state average for similar students (or TVHS goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet state average for similar students (or TVHS goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below state average for similar students (or TVHS goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below state average for similar students (or TVHS goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)

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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The development of SLO's will be overseen by the TVHS principal. Multiple measures will be used, historical achievement and pre-assessment data, to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Points will be assigned points in accordance with the TVHS HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart). We will administer only the Common Core Algebra Regents.</p> <p>We will administer the 2005 Learning Standards Geometry Regents in addition to the Common Core Geometry Regents. Teachers will then use the higher of the two scores for APPR purposes.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Results are well above state average for similar students (or TVHS goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Results meet state average for similar students (or TVHS goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Results are below state average for similar students (or TVHS goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Results are well below state average for similar students (or TVHS goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)</p>

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	Questar III BOCES developed ELA assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	Questar III BOCES developed ELA assessment
Grade 11 ELA	Regents assessment	NYS English Regents Common Core Assessment

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of SLO's will be overseen by the TVHS principal. Multiple measures will be used, historical achievement and pre-assessment data, to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Points will be assigned points in accordance with the TVHS HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above state average for similar students (or TVHS goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet state average for similar students (or TVHS goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below state average for similar students (or TVHS goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below state average for similar students (or TVHS goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All Other Courses	School/BOCES-wide/group/team results based on State	NYS Common Core English Regents Assessment
Chinese 1 -4, Grades 9 - 12	District, Regional or BOCES-developed	TVHS developed course specific assessment in Chinese

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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For All Other Courses, school wide results based on NYS Comprehensive English Regents Assessment will be used. For Chinese 1 - 4 a district developed assessment will be used. The development of SLO's will be overseen by the TVHS principal. Multiple measures will be used, historical achievement and pre-assessment data, to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Points will be assigned points in accordance with the TVHS HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above state average for similar students (or TVHS goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet state average for similar students (or TVHS goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below state average for similar students (or TVHS goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below state average for similar students (or TVHS goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart)

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/12186/1404820-TXEttx9bQW/TVHS HEDI Chart Growth on State Assessments or Comparable Measures for Teachers 3-15-13.pdf

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher’s score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

Not Applicable

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://www.engageny.org/resource/student-learning-objectives-guidance-document).	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
2.14) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the	Checked

grade.

2.14) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. Checked

3. Local Measures (Teachers)

Created Wednesday, June 18, 2014

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	Not applicable	Not Applicable
5	Not applicable	Not Applicable
6	Not applicable	Not Applicable
7	Not applicable	Not Applicable
8	Not applicable	Not Applicable

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.	Not Applicable
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. Not Applicable

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	Not applicable	Not Applicable
5	Not applicable	Not Applicable
6	Not applicable	Not Applicable
7	Not applicable	Not Applicable
8	Not applicable	Not Applicable

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.	Not Applicable
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	8) Not applicable	Not Applicable
1	8) Not applicable	Not Applicable
2	8) Not applicable	Not Applicable
3	8) Not applicable	Not Applicable

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

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	8) Not applicable	Not Applicable
1	8) Not applicable	Not Applicable
2	8) Not applicable	Not Applicable
3	8) Not applicable	Not Applicable

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

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable
7	Not applicable	Not Applicable
8	Not applicable	Not Applicable

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

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable
7	Not applicable	Not Applicable
8	Not applicable	Not Applicable

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

3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	Questar III BOCES developed ELA assessment
Global 2	6(ii) School wide measure computed locally	Questar III BOCES developed ELA assessment
American History	6(ii) School wide measure computed locally	Questar III BOCES developed ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers will conference with the principal to establish school wide achievement targets. Teacher scores will be based upon the degree to which the target has been met using the named assessment and according to the HEDI scoring chart. The degree to which a target for is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement target. For classroom teachers grades 9 through 12, targets will be set for ELA and/or Math, depending upon teacher assignment. (see chart)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above TVHS developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet TVHS developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below TVHS developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below TVHS developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	Questar III BOCES developed ELA assessment
Earth Science	6(ii) School wide measure computed locally	Questar III BOCES developed ELA assessment
Chemistry	6(ii) School wide measure computed locally	Questar III BOCES developed ELA assessment
Physics	6(ii) School wide measure computed locally	Questar III BOCES developed ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers will conference with the principal to establish school wide achievement targets. Teacher scores will be based upon the degree to which the target has been met using the named assessment and according to the HEDI scoring chart. The degree to which a target for is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement target. For classroom teachers grades 9 through 12, targets will be set for ELA and/or Math, depending upon teacher assignment. (see chart)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above TVHS developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject / grade level. (see chart)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet TVHS developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject / grade level. (see chart)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below TVHS developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below TVHS developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	Questar III BOCES developed Math assessment
Geometry	6(ii) School wide measure computed locally	Questar III BOCES developed Math assessment
Algebra 2	6(ii) School wide measure computed locally	Questar III BOCES developed Math assessment

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers will conference with the principal to establish school wide achievement targets. Teacher scores will be based upon the degree to which the target has been met using the named assessment and according to the HEDI scoring chart. The degree to which a target for is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement target. For classroom teachers grades 9 through 12, targets will be set for ELA and/or Math, depending upon teacher assignment. (see chart)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above TVHS developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet TVHS developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below TVHS developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below TVHS developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	Questar III BOCES developed ELA assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Questar III BOCES developed ELA assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Questar III BOCES developed ELA assessment

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.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers will conference with the principal to establish school wide achievement targets. Teacher scores will be based upon the degree to which the target has been met using the named assessment and according to the HEDI scoring chart. The degree to which a target for is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. For classroom teachers grades 9 through 12, targets will be set for ELA and/or Math, depending upon teacher assignment. (see chart)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above TVHS developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject / grade level. (see chart)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet TVHS developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject / grade level. (see chart)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below TVHS developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below TVHS developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and

drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other Courses	6(ii) School wide measure computed locally	Questar III BOCES developed ELA assessment
Chinese 1 - 4, Grades 9 - 12	5) District/regional/BOCES–developed	TVHS developed course specific assessment in Chinese

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.	For All Other Courses, the teachers will conference with the principal to establish school wide achievement targets. For Chinese 1 - 4 a district developed assessment will be used and the teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which the target has been met using the named assessment and according to the HEDI scoring chart. The degree to which a target for is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. For classroom teachers grades 9 through 12, targets will be set for ELA and/or Math, depending upon teacher assignment. (see chart)
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Results are well above TVHS developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject / grade level. (see chart)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet TVHS developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject / grade level. (see chart)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below TVHS developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below TVHS developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level. (see chart)

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/12149/1407396-y92vNseFa4/TVHS HEDI Chart Locally Selected Measures for Teachers (0-20points)6-27-13_1.pdf

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher’s score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Not Applicable

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.

If educators have more than one measure, each measure will earn a score from 0 - 20 points (or 0 - 15 points if value added) which will be weighted proportionately based on the number of students covered by the measure.

Rounding rules will apply however, it cannot result in moving between scoring bands.

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
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked

3.16) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. Checked

4. Other Measures of Effectiveness (Teachers)

Created Wednesday, June 18, 2014

Updated Monday, September 08, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Thoughtful Classroom Teacher Effectiveness Framework
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Thoughtful Classroom Framework shall be used to collect evidence of teacher effectiveness. Evidence of professional practice shall be obtained through multiple measures. These will include multiple classroom observations , pre and post conference materials as described in the Thoughtful Classroom Framework (40 points) and structured review of artifacts (20 points.)(see Attachment D)

Teachers will be rated on Dimensions 1 - 9 contained in the Thoughtful Classroom Framework. Points from multiple observations will be averaged / converted to a 40 point score.

This score will be added to points earned from structured review of artifacts (up to 20 points) based upon the 5 Episodes of Effective Instruction from the Thoughtful Classroom Framework and Dimension 10 to get a total subcomponent score of up to 60 points. (see Attachment H)

All 10 Dimensions of the Thoughtful Classroom Teacher Rubric will be utilized and scored. The entire rubric will be used each school year.

The final composite score will be a whole number. The HEDI will be rounded, however rounding rules will not result in a teacher moving to another HEDI rating.

(see Attachments D and H)

If a teacher is rated ineffective in all the dimensions they will receive an overall HEDI score of 0.

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/12179/1407475-eka9yMJ855/TVHS Attachments D & H Combined 8-22-13.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Points from multiple observations will be averaged and converted as described in Attachment D in order to get a 0 - 40 point score. This score will be added to points earned from structured review of artifacts (up to 20 points) for a total subcomponent score. A subcomponent score of 54 – 60 is Highly Effective. In no instance will rounding rules cause a teacher to move into another performance category.
Effective: Overall performance and results meet NYS Teaching Standards.	Points from multiple observations will be averaged and converted as described in Attachment D in order to get a 0 - 40 point score. This score will be added to points earned from structured review of artifacts (up to 20 points) for a total subcomponent score. A subcomponent score of 45 – 53 is Effective. In no instance will rounding rules cause a teacher to move into another performance category.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Points from multiple observations will be averaged and converted as described in Attachment D in order to get a 0 - 40 point score. This score will be added to points earned from structured review of artifacts (up to 20 points) for a total subcomponent score. A subcomponent score of 36 – 44 is Developing. In no instance will rounding rules cause a teacher to move into another performance category.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Points from multiple observations will be averaged and converted as described in Attachment D in order to get a 0 - 40 point score. This score will be added to points earned from structured review of artifacts (up to 20 points) for a total subcomponent score. A subcomponent score of 0 – 35 is Ineffective. In no instance will rounding rules cause a teacher to move into another performance category.

Provide the ranges for the 60-point scoring bands.

Highly Effective	54 - 60
Effective	45 - 53
Developing	36 - 44
Ineffective	0 - 35

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

Formal/Long	3
Informal/Short	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Wednesday, June 18, 2014

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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.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of
growth or achievement
Other Measures of Effectiveness
(60 points)

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

Highly Effective	54 - 60
Effective	45 - 53
Developing	36 - 44
Ineffective	0 - 35

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

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 Wednesday, June 18, 2014

Updated Monday, August 25, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/12193/1407698-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN - TVHS Final 3-6-13.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

TVHS Teacher - Appeals Process

Appeals process

An appeals process is established by which a tenured classroom teacher may appeal in accordance with Education Law 3012-c and this APPR Plan. A tenured classroom teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for

appeal must be raised within one appeal. Because TVHS teachers are joint employees of the TVHS Board and the District Superintendents of Questar III BOCES and Capital Region BOCES make the appointment recommendations jointly, the District Superintendents of both BOCES are to be involved in the appeals process.

APPR Subject to Appeal Procedure

Any tenured classroom teacher aggrieved by a composite APPR rating of either “ineffective” or “developing” may appeal that APPR. In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed by a tenured classroom teacher in accordance with Education Law 3012-c and this APPR Plan based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;
- b. TVHS’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. TVHS’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- d. TVHS’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) calendar days after the tenured classroom teacher has received the composite APPR score. Notification of the appeal shall be provided to the District Superintendents or their designee and the leadership of the Tech Valley High Association. The notice shall include a statement of the grounds for appeal and any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the appeal. Material not submitted at the time the notice of appeal is filed shall not be considered in the deliberations relating to the resolution of the appeal. All appeals shall be date-stamped by each Office of the District Superintendent.

Supervising Administrator’s Written Response to Appeal

Within ten (10) calendar days of receipt of an appeal, the evaluating administrator must Federal Express or overnight mail, a detailed written response to the classroom teacher making the appeal. A copy shall be provided to each Office of District Superintendent and the leadership of the Tech Valley High Association, at the same time. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

Decisions on Appeal

Step 1 – Conference with the evaluating administrator. The tenured classroom teacher filing the appeal shall have the opportunity to have a conference with the evaluating administrator no later than five (5) calendar days after the teacher receives the written response. The classroom teacher shall notify the leadership of the Tech Valley High Association that he or she seeks a conference. The teacher shall upon request be entitled to a representative being present. The conference shall be an informal meeting to discuss the evaluation and the areas of dispute. If the teacher is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the teacher notifying the District Superintendents in writing, within five (5) calendar days of the conclusion of the conference, that the appeal be submitted to the APPR Review Committee.

Step 2 – APPR Review Committee. The Committee shall be composed of four members as follows:

- a. Two (2) certified administrators, appointed by the District Superintendents or their designee. The administrator who prepared the APPR or TIP under appeal shall not be appointed to the Committee.
- b. Two (2) certified teachers designated by the leadership of the Tech Valley High Association.
- c. The District Superintendents and the teachers may select members of the APPR Committee who are not current TVHS employees. Each member of the committee shall make a written recommendation to the District Superintendents, the leadership of the Tech Valley High Association, and the employee no later than ten (10) calendar days from the filing of the Step 2 appeal.

Step 3 – District Superintendents

Appeals shall be decided in a final and binding manner by the District Superintendents no later ten (10) calendar days from receipt of all written recommendations of the APPR Review committee. The decision of the District Superintendents shall not be reviewable in any forum. The District Superintendents shall have the authority to rescind, modify, or affirm the APPR evaluation or TIP, as the case may be. A new evaluation may be ordered where appropriate.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Training on Lead Evaluators

TVHS will provide, or make available, training for evaluators to be certified as lead evaluators. TVHS intends that all principals will be certified as lead evaluators of teachers. Other administrators may be trained and certified as necessary or desirable.

Training in evidence-based observations was provided to evaluators through BOCES-provided regional training (2 day training). Training in the understanding and use of the Thoughtful Classroom Framework (2 day training) was provided by the vendor. The remaining elements of training will be provided to evaluators during the current school year, with completion and certification prior to the completion of summative evaluations.

TVHS will work to ensure that lead evaluators maintain inter-rater reliability over time in accordance with NYSED guidance; that they are re-certified on a periodic basis; and receive updated training on any changes in the law, regulations, the APPR plan or applicable collective bargaining agreements.

The Questar III BOCES director of human resources will compile and maintain training records for evaluators. The District Superintendents will recommend evaluators to be certified or re-certified as lead evaluators to the TVHS Operating Board where there is evidence that the evaluator has completed all required elements of training. Records of board certification or re-certification of lead evaluators will be maintained by the director of human resources for Questar III BOCES.

The nature of the training will cover the 9 elements as outlined in section 30-2.9 of the Rules of the Board of Regents.

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 Wednesday, June 18, 2014
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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.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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):

Principal - Tech Valley High School 9 - 12

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(s) provided by NYSED will be used, where applicable	Checked
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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	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results. Additional SLOs will then be set based on grades/subjects with State assessments, where applicable. If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

School or Program Type	SLO with Assessment Option	Name of the Assessment
9-12	State assessment	Common Core Algebra Regents and Common Core English Regents

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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.	In the event the 9-12 principal does not receive a State-provided growth score, SLOs will be collaboratively set between the principal and supervisor using individual growth targets from baseline data. HEDI points will be assigned based on the percentage of students that meet or exceed their target. In the event that the State does provide a growth score that represents less than 30% of the principal’s population that score will be weighted proportionately with the SLO results.
--	--

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached

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/12156/1407717-lha0DogRNw/TVHS HEDI Growth Criteria Chart.pdf

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

Not Applicable

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://www.engageny.org/resource/student-learning-objectives-guidance-document .	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	Checked

effectively differentiate educator performance in ways that improve student learning and instruction.	
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
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

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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.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
Tech Valley High School 9 - 12	(d) measures used by district for teacher evaluation	Questar III BOCES developed ELA and Math assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The building principal will collaborate with the supervising administrator to establish building achievement target. Building principal score will be based upon the degree to which building target has been met using the HEDI scoring chart. The degree to which an achievement target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed the achievement targets. If multiple measures have been set, the degree to which targets are met will be weighted by the number of students covered in the targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(see attached chart)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(see attached chart)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(see attached chart)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(see attached chart)

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

(No response)

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

assets/survey-uploads/12190/1407725-qBFVOWF7fC/TVHS HEDI Charts (0-15) & (0-20).pdf

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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.

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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
Not Applicable		Not Applicable

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Not Applicable

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.

If principals have more than one locally selected measure, those measures will be combined into one HEDI rating and score for the local sub component.

Rounding rules will apply however, it cannot result in moving between scoring bands.

Each measure will earn a score from 0-20 points (or 0-15 points if value added) which will be weighted proportionately based on the number of students covered by the measure.

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
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, June 18, 2014

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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.

9.1) Principal Practice Rubric Rubric	McRel Principal Evaluation System
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Second rubric (if applicable)	(No response)
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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 point 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 point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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, label accordingly, combine them into a single file, and upload as an attachment for review. [Click here for a](#)

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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 updated, this list will be updated within the drop-down menu 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)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(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 McREL approved rubric shall be used to collect evidence of a principal’s leadership and management actions. Such evidence is aligned with the Educational Leadership Policy Standards (2008) as adopted by the National Policy Board for Educational Administration (ISLLC):

- (1) Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders;
- (2) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- (3) Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
- (4) Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
- (5) Acting with integrity, fairness, and in an ethical manner; and
- (6) Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Points HEDI Ratings

Sixty (60) points allocated to Other Measures of Assessment will be based upon school visits as follows: 60 points based upon the compilation of evidence obtained during school visits and post-visit discussions utilizing the McREL Rubric.

The McREL Principal Evaluation Rubric identifies three broad areas of Principals’ responsibilities:

- Principal Leadership Responsibilities Associated with Managing Change
- Principal Responsibilities Associated with Focus of Leadership
- Principal Responsibilities Associated with Purposeful Community

Each of the three broad areas identifies seven sub-components, for a total of 21 sub-components of evaluation in the McREL Rubric. The conversion to New York State rating categories is applied to the 21 sub-components of evaluation under the McREL Rubric, in accordance with the NYSED approved rubric directions (see attachment) Subcomponents will be scored on a 0 - 4 point scale. The range of summative scores within the Rubric will be a minimum of 0 (21 X 0) to a maximum of 84 (21 X 4). The summative raw score a principal receives shall be converted to the 60 points scoring range, by multiplying the raw score by 0.71 and rounding all decimals up. For example, a raw score of 65 X 0.71 = 46.15 for a converted score of 47. (see attachment).

However, rounding rules should not result in a principal moving into another HEDI category.

In the event that there are multiple scores for a subcomponent, the scores will be averaged.

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

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

Highly Effective: Overall performance and results exceed standards.	Points from multiple school visits for a total sub-component score. A sub-component score of 53 - 60 is highly effective.
Effective: Overall performance and results meet standards.	Points from multiple school visits for a total sub-component score. A sub-component score of 45 - 52 is effective.
Developing: Overall performance and results need improvement in order to meet standards.	Points from multiple school visits for a total sub-component score. A sub-component score of 30 - 44 is developing.
Ineffective: Overall performance and results do not meet standards.	Points from multiple school visits for a total sub-component score. A sub-component score of 0 - 29 is ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	53 - 60
Effective	45 - 52
Developing	30 - 44
Ineffective	0 - 29

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	2
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Wednesday, June 18, 2014

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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.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

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	53 - 60
Effective	45 - 52
Developing	30 - 44
Ineffective	0 - 29

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

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 Wednesday, June 18, 2014

Updated Monday, September 08, 2014

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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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

<assets/survey-uploads/12168/1407770-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN TVHS 3-5-13.pdf>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Tenured principals who receive a rating of ineffective or developing may appeal the rating. In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) calendar days after the tenured principal has received the composite APPR score of ineffective or developing. Notification of the appeal shall be provided to the District Superintendents or their designee. The notice shall include a statement of the grounds for appeal and any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the appeal. Material not submitted at the time the notice of appeal is

filed shall not be considered in the deliberations relating to the resolution of the appeal.

Supervising Administrator's written response to Appeal Within ten (10) calendar days of receipt of an appeal, the evaluating administrator must Federal Express or overnight mail, a detailed written response to the tenured principal making the appeal. A copy shall be provided to the Office of the District Superintendents for each BOCES at the same time. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

Decisions on Appeal

Step 1 – Conference with the evaluating administrator.

The tenured principal filing the appeal shall have the opportunity to have a conference with the evaluating administrator no later than five (5) calendar days after the evaluating administrator submits the written response. The conference shall be an informal meeting to discuss the evaluation and the areas of dispute. If the tenured principal is not satisfied with the outcome, he/she may appeal to the District Superintendents, in writing, within five (5) calendar days of the conclusion of the conference.

Step 2 – District Superintendents.

Prior to rendering a determination, the District Superintendents have the discretion to convene a panel of certified administrators, other than the evaluating administrator for the matter being appealed, to review the appeal and prepare recommendation(s) to the District Superintendents.

Appeals shall be decided in a final and binding manner by the District Superintendents no later than twenty (20) calendar days from receipt of appeal.

The decision of the District Superintendents shall not be reviewable in any forum. The District Superintendents shall have the authority to rescind, modify, or affirm the APPR evaluation or PIP, as the case may be. A new evaluation may be ordered where appropriate.

The grounds for appeal are listed in Education Law 3012-c.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Questar III BOCES will provide or make available training for evaluators to be certified as lead evaluators for TVHS. Questar III and TVHS intend that all supervisors of principals will be certified as lead evaluators of principals. Other administrators may be trained and certified as necessary or desirable.

Training in evidence-based observations was provided to evaluators through BOCES-provided regional training (2 day training). Training in the understanding and use of the McREL Principal Evaluation System (2 day training) was provided by a BOCES McREL certified trainer. The remaining elements of training will be provided to evaluators during the current school year, with completion and certification prior to the completion of summative evaluations.

Questar III and TVHS will work to ensure that lead evaluators maintain inter-rater reliability over time in accordance with NYSED guidance; that they are re-certified on a periodic basis; and receive updated training on any changes in the law, regulations or the APPR plan.

The Questar III director of human resources will compile and maintain training records for evaluators. The District Superintendents will recommend evaluators to be certified or re-certified as lead evaluators to the TVHS Board of Education where there is evidence that the evaluator has completed all required elements of training. Records of board certification or re-certification of lead evaluators will be maintained by the director of human resources for Questar III.

The nature of the training will cover the 9 elements as outlined in section 30-2.9 of the Rules of the Board of Regents.

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, June 25, 2014

Updated Friday, September 19, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/1421451-3Uqgn5g9Iu/TVHS 2014 certification form.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 Criteria Chart
TVHS
Growth on State Assessments or Comparable Measures for Teachers**

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

The development of SLO's will be overseen by the TVHS principal. Multiple measures will be used, historical achievement and pre-assessment data, to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Points will be assigned points in accordance with the TVHS HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart.

Highly Effective (18 -20 points) - Results are well above state average for similar students (or TVHS goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO.

Effective (9- 17 points) - Results meet state average for similar students (or TVHS goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO.

Developing (3 – 8 points) - Results are below state average for similar students (or TVHS goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO.

Ineffective (0 – 2 points) - Results are well below state average for similar students (or TVHS goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO.

HEDI Criteria Chart
TVHS
Locally Selected Measures of Student Achievement (0 – 20 points)

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

Highly Effective (18 -20 points) - Results are well above TVHS developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level.

Effective (9- 17 points) Results meet TVHS developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level.

Developing (3 – 8 points) - Results are below TVHS developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level.

Ineffective (0 – 2 points) - Results are well below TVHS developed expectations for achievement for grade / subject 0% - 35% of the students achieve or exceed the achievement target on a comparable exam for their subject / grade level.

ATTACHMENT D

SCORING OF OTHER MEASURES SUBCOMPONENT USING THE THOUGHTFUL CLASSROOM FRAMEWORK (60 points)

The Thoughtful Classroom Framework consists of ten Dimensions of teaching practice:

1. Organization, Rules, and Procedures
2. Positive Relationships
3. Engagement and Enjoyment
4. A Culture of Thinking and Learning
5. Preparing Students for New Learning
6. Presenting New Learning
7. Deepening and Reinforcing New Learning
8. Applying New Learning
9. Reflecting on and Celebrating New Learning
10. Professional Practice

All ten Dimensions will be utilized when scoring under this Other Measures Subcomponent.

Observations (40 points)

Dimensions 1, 2, 3, and 4 compose the Four Cornerstones of Effective Teaching that represent the universal elements of quality instruction and should be evident in the classroom at every observation. Dimensions 1, 2, 3 and 4 will be scored using a 0-4 point scale (see chart below) at each observation. Scores for Dimensions 1-4 will be converted to a 0-5 point scale using a multiplier of 1.25 in order to convert to 0-20 point scale as follows: Points from Dimensions composing the Four Cornerstones of Effective Teaching from multiple observations will be added together. This number will be divided by the number of observations to obtain an average score for Dimensions 1-4. This number will multiplied by 1.25 to obtain a converted score (0-20 points).

Dimensions 5, 6, 7, 8, and 9 compose the Five Episodes of Effective Instruction (“Episodes”) that represent the elements of quality instruction that unfold throughout the instructional sequence. One or more of these Episodes should be observed during an observation. During the pre-observational conference (for announced observations) the teacher will identify the learning goals and Episode(s) to be observed. The evaluator will score identified Episodes during such evaluation as well as any other Episodes observed. During unannounced evaluations, the evaluator will score Episodes observed.

Teachers in their first two years of probation are expected to demonstrate, over the two year period, all Five Episodes of Effective Instruction during announced observations.

Dimensions 5, 6, 7, 8, and 9 will be scored using a 0 - 4 point scale (see chart below). Points from Dimensions 5-9 over multiple observations will be added together. This number will be divided by the number of scores received for Dimensions 5-9 over multiple observations to obtain an average score for Dimensions 5-9. This number will be multiplied by 5.0 to obtain a converted score (0-20 points).

Total score for observations (0-40 points) will be the sum of the 0-20 point score for Dimensions 1-4 and the 0-20 point score for Dimensions 5-9.

Scoring using the Thoughtful Classroom Framework

Observations will be assessed and scored (0-4) using the Thoughtful Classroom Framework rubric as approved by NYSED (with the evaluation categories converted to the NYSED required evaluation categories) as follows:

Points	Thoughtful Classroom	New York State Required
0	No evidence shown
1	Novice	Ineffective
2	Developing	Developing
3	Proficient	Effective
4	Expert	Highly Effective

Structured Review of Artifacts (20 points)

The teacher may obtain up to 15 points based upon a portfolio demonstrating evidence of professional practices to include (1) student work; and (2) sample lesson plans, project planning documents or curriculum mapping. The teacher will demonstrate that portfolio evidence relates to one or more of the Five Episodes of Effective Instruction (Dimensions 5, 6, 7, 8, and/or 9). The evaluator shall use the Thoughtful Classroom Framework for evaluating the artifacts (see Attachment H).

The teacher may obtain up to 5 points for Dimension 10 – Professional Practice - based upon presenting evidence of completing professional development and demonstrating implementation of professional development into practice (for example, demonstrate how learnings from professional development are utilized in projects; evidence of teacher-led workshop or activity; student work samples.) The evaluator will use the Thoughtful Classroom Administrator’s Observation Guide rubric “Observing Dimension Ten: Non-Instructional Professional Practice” for evaluating such evidence. (see Attachment H).

Summative Score for the Other Measures of Teaching Effectiveness Subcomponent

The summative score for the Other Measures of Teaching Effectiveness subcomponent will be the sum of: the total score for observations (0-40 points); and the Structured Review of Artifacts (0—20 points) for a total Subcomponent score of 0 – 60 points.

Rounding Rules: Normal rounding rules will apply, however, in no instance will rounding result in moving the teacher to a different HEDI rating for this Subcomponent

TOTAL SCORING RANGES FOR OTHER MEASURES SUBCOMPONENT: 0-60

HEDI Bands for the Other Measures of Teaching Effectiveness Subcomponent

The following HEDI bands will apply to the summative score for teachers’ Other Measures of Teaching Effectiveness subcomponent (0-60):

HEDI Band	Scoring Range – Other Measures
Highly Effective (H)	54 – 60
Effective (E)	45 – 53
Developing (D)	36 – 44
Ineffective (I)	0 – 35



STRUCTURED REVIEW OF ARTIFACTS

Teacher's Name: _____ Program: _____

Evaluator's Name: _____ Date: _____

Evaluators' Instructions: Review the portfolio evidence and rate it on the rubric that follows. Each piece of evidence should relate to one or more of the Five Episodes of Effective Instruction.

PART I: PORTFOLIO EVIDENCE

<p>Portfolio Evidence Categories <i>Identify type of Evidence</i> <i>The teacher may obtain up to 15 points based upon a portfolio demonstrating evidence of professional practices to include (1) student work; and (2) sample lesson plans, plan books or other teacher artifacts</i></p>	<p>5 Episodes of Effective Instruction from THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK <i>Please refer to The Thoughtful Classroom Teacher Effectiveness Framework rubric for descriptors under each episode.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="917 161 1019 451"> <p>Preparing Students for New Learning Q: How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?</p> </td> <td data-bbox="1019 161 1122 451"> <p>Presenting New Knowledge Q: How does the teacher present new information and provide opportunities for students to actively engage with content?</p> </td> <td data-bbox="1122 161 1224 451"> <p>Deepening and Reinforcing Learning Q: How does the teacher help students solidify their understanding and practice new skills?</p> </td> <td data-bbox="1224 161 1326 451"> <p>Applying Learning Q: How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?</p> </td> <td data-bbox="1326 161 1336 451"> <p>Reflecting and Celebrating Learning Q: How does the teacher help students look back on their learning and refine their learning process?</p> </td> </tr> </table>					<p>Preparing Students for New Learning Q: How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?</p>	<p>Presenting New Knowledge Q: How does the teacher present new information and provide opportunities for students to actively engage with content?</p>	<p>Deepening and Reinforcing Learning Q: How does the teacher help students solidify their understanding and practice new skills?</p>	<p>Applying Learning Q: How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?</p>	<p>Reflecting and Celebrating Learning Q: How does the teacher help students look back on their learning and refine their learning process?</p>
<p>Preparing Students for New Learning Q: How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?</p>	<p>Presenting New Knowledge Q: How does the teacher present new information and provide opportunities for students to actively engage with content?</p>	<p>Deepening and Reinforcing Learning Q: How does the teacher help students solidify their understanding and practice new skills?</p>	<p>Applying Learning Q: How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?</p>	<p>Reflecting and Celebrating Learning Q: How does the teacher help students look back on their learning and refine their learning process?</p>						

PART I: PORTFOLIO EVIDENCE

Teacher's Instructions: List evidence and describe how each piece of evidence is connected to the 5 Episodes of Effective Instruction from THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK: Preparing Students for New Learning, Presenting New Knowledge, Deepening and Reinforcing Learning, Applying Learning, Reflecting and Celebrating Learning

Portfolio Evidence Categories <i>Identify type of Evidence</i> <i>The teacher may obtain up to 15 points based upon a portfolio demonstrating evidence of professional practices to include (1) student work; and (2) sample lesson plans, plan books or other teacher artifacts</i>	EVIDENCE				
	Item 1:	Item 2:	Item 3:	Item 4:	Item 5:
SCORES: Evaluator use only					

Please duplicate if needed.

TOTAL SCORE PORTFOLIO EVIDENCE = _____

PART 1: PORTFOLIO EVIDENCE SCORE

Evaluator's Instructions: Review the portfolio evidence and rate it on the Thoughtful Classroom rubric. Each piece of evidence should relate to one or more of the Five Episodes of Effective Instruction. The chart below must be used for rating purposes:

Points	Thoughtful Classroom	New York State Ratings
0	No evidence shown
1	Novice	Ineffective
2	Developing	Developing.
3	Proficient	Effective
4	Expert	Highly Effective

SAMPLE SCORING SCENARIOS

Scenario 1: Teacher provides evidence connected to all of the Five Episodes of Effective Instruction receiving a 4 on each.

Step 1: $5 \times 4 = 20$

Step 2: The total must be averaged $20/5 = 4$.

Step 3: The average must be converted to 15 points by multiplying by 3.75. $4 \times 3.75^* = 15$ total points

Scenario 2: Teacher provides evidence connected to three of the Five Episodes of Effective Instruction receiving a 3 on each.

Step 1: $3 \times 3 = 9$

Step 2: The total must be averaged $9/3 = 3$.

Step 3: The average must be converted to 15 points by multiplying by 3.75. $3 \times 3.75^* = 11.25$ total points

PART II: DIMENSION 10 - The teacher may obtain up to 5 points on Dimension 10 – Professional Practice.

Users' Instructions: The evaluator will use the Thoughtful Classroom Administrator's Guide rubric: "Observing Dimension 10; Non-Instructional Professional Practice" for evaluating such evidence which will be scored on a 0-4 point scale. The score will be multiplied by 1.25 to be converted to 0-5 points for this section.

TOTAL SCORE DIMENSION 10 = _____

TOTAL SCORE STRUCTURED REVIEW OF ARTIFACTS: _____

Teacher's Name: _____

Teacher's Signature: _____

Evaluator's Name: _____

Evaluator's Signature: _____

TECH VALLEY HIGH SCHOOL

TEACHER IMPROVEMENT PLAN

Teacher: _____

Date: _____

Evaluator: _____

1. The following areas have been identified through the observation and/or annual professional performance review process as areas in need of improvement:

Dimension	Area in Need of Improvement
Dimension 1: Organization, Rules and Procedures	
Dimension 2: Positive Relationships	
Dimension 3: Engagement and Enjoyment	
Dimension 4: Culture of Thinking and Learning	
Dimension 5: Preparing Students for New Learning	
Dimension 6: Presenting New Learning	
Dimension 7: Deepening Learning	
Dimension 8: Applying Learning	
Dimension 9: Helping Students Reflect on and Celebrate Learning	
Dimension 10: Non-instructional Professional Practice	

2. The following steps and/or activities will support improvement by Area in Need of Improvement identified in #1, above.

Area 1: < State Area in Need of Improvement >

- *Expectation of Professional Performance (Provide a brief description of expectations for professional performance and effective teaching):*

- *Steps/Activities to Achieve Results (Include resources provided):*

- *Assessment of Progress (Describe how progress toward improvement will be assessed and when. Include timeframes for meetings with evaluator, observations, other activities. See “Log” form, attachment A):*

- *Timeframe for Completion of Steps/Activities (Include interim benchmarks where appropriate,):*

Area 2: < State Area in Need of Improvement >

- *Expectation of Professional Performance (Provide a brief description of expectations for professional performance and effective teaching – what is the end result?):*

- *Steps/Activities to Achieve Results (Include resources provided):*

- *Assessment of Progress (Describe how progress toward improvement will be assessed and when. Include timeframes for meetings with evaluator, observations, other activities. See “Log” form, attachment A):*

- *Timeframe for Completion of Steps/Activities (Include interim benchmarks where appropriate):*

Effective Date of Teacher Improvement Plan

This Teacher Improvement Plan shall go into effect on _____ and will continue through _____ .

Signature of Teacher: _____ **Date:** _____

Signature of Evaluator: _____ **Date:** _____

Original to: the Director of Human resources to be filed in the Teacher's personnel file

Copies to:

Teacher

Evaluator

Leadership, Tech Valley High School Association

District Superintendent

PROGRESS AND ASSESSMENTS LOG

Teacher Improvement Plan for: _____

Evaluator and Teacher will use this form to record progress toward improvement in accordance with the Teacher's Improvement Plan. This will include meetings with evaluator, observations, other activities required by the Improvement Plan.

Date:

Description of Activity (e.g. Meeting, observation¹):

Area of Improvement Addressed	Progress/How Assessed
<i><See Area in Need of Improvement identified in the Teacher Improvement Plan></i>	<i><See Assessment of Progress in the Teacher Improvement Plan></i>

Comments:

Signature of Teacher: _____ **Date:** _____

Signature of Evaluator: _____ **Date:** _____

¹ Attach observation notes or other relevant documents, if applicable, to this Form.

**HEDI Criteria Charts
TVHS**

Growth on State Assessments or Comparable Measures for Principals

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

The development of the SLOs will be overseen by the supervising administrator. Multiple measures will be used, historical achievement and pre-assessment data to establish baseline data and to establish individual SLO's. Each SLO will be aligned with the Common Core. As per NYS Education regulations, Principal scores will be based upon the percentages of students who meet or exceed growth goals. Points will be assigned in accordance with the TVHS HEDI percentages of students who achieve or exceed growth goals as outlined in HEDI Criteria chart.

Highly Effective (18-20 points) Results are well-above the state average for similar students (or TVHS goals if no test) 90%-100% of the students achieve or exceed the growth goals determined in the SLO.

Effective (9-17 points) Results meet the state average for similar students (or TVHS goals if no test) 51% - 89% of the students achieve or exceed the growth goals determined in the SLO.

Developing (3-8 points) Results are below the state average for similar students (or TVHS goals if no test) 36% - 50% of the students achieve or exceed the growth goals determined in the SLO.

Ineffective (0-2 points) Results are well-below the state average for similar students (or TVHS goals if no test) 0% - 35% of the students achieve or exceed the growth goals determined in the SLO.

TVHS Locally Selected Measures of Student Achievement (0-15 points)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96% - 100%	90% - 95%	83% - 89%	78% - 82%	71% - 77%	65% - 70%	60% - 64%	53% - 59%	50% - 52%	46% - 49%	42% - 45%	38% - 41%	33% - 37%	28% - 32%	16 % - 27%	0% - 15%

Highly Effective (14-15 points) Results are well-above TVHS developed expectations for achievement. 90%-100% of the students achieve or exceed the target established.

Effective (8-13 points) Results meet TVHS developed expectations for achievement. 53% - 89% of the students achieve or exceed the target established.

Developing (3-7 points) Results are below TVHS developed expectations for achievement. 33% - 52% of the students achieve or exceed the target established.

Ineffective (0-2 points) Results are well-below TVHS developed expectations for achievement. 0% - 32% of the students achieve or exceed the target established.

HEDI Criteria Chart
TVHS
Locally Selected Measures of Student Achievement (0 – 20 points)
Principal

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

Highly Effective (18-20 points) Results are well-above TVHS developed expectations for achievement. 90%-100% of the students achieve or exceed the target established.

Effective (9-17 points) Results meet TVHS developed expectations for achievement. 51% - 89% of the students achieve or exceed the target established.

Developing (3-8 points) Results are below TVHS developed expectations for achievement. 36% - 50% of the students achieve or exceed the target established.

Ineffective (0-2 points) Results are well-below TVHS developed expectations for achievement. 0% - 35% of the students achieve or exceed the target established.

McREL	NYSED	Numeric Conversion
Not Demonstrated	Ineffective	0
Developing	Developing	1
Proficient	Effective	2
Accomplished	Effective	3
Distinguished	Highly Effective	4

Summative Raw Score	Converted Summative Score	Rating
0 - 41	0 – 29	Ineffective
42 - 62	30 - 44	Developing
63 - 73	45 - 52	Effective
74 - 84	53 – 60	Highly Effective

TVHS Principal Scoring Conversion Chart
McREL's Principal Evaluation System

84	60	Highly Effective
83	59	
82	58	
81	58	
80	57	
79	56	
78	55	
77	55	
76	54	
75	53	
74	53	
73	52	
72	51	
71	50	
70	50	
69	49	
68	48	
67	48	
66	47	
65	46	
64	45	
63	45	
62	44	Developing
61	43	
60	43	
59	42	
58	41	
57	40	
56	40	
55	39	
54	38	
53	38	
52	37	
51	36	
50	36	
49	35	
48	34	
47	33	
46	33	
45	32	
44	31	
43	31	
42	30	

TVHS Principal Scoring Conversion Chart
McREL's Principal Evaluation System

41	29	Ineffective
40	28	
39	28	
38	27	
37	26	
36	26	
35	25	
34	24	
33	23	
32	23	
31	22	
30	21	
29	21	
28	20	
27	19	
26	18	
25	18	
24	17	
23	16	
22	16	
21	15	
20	14	
19	13	
18	13	
17	12	
16	11	
15	11	
14	10	
13	9	
12	9	
11	8	
10	7	
9	6	
8	6	
7	5	
6	4	
5	4	
4	3	
3	2	
2	1	
1	1	
0	0	

PRINCIPAL IMPROVEMENT PLAN

Principal: _____

Date: _____

Evaluator: _____

1. The following areas have been identified as areas in need of improvement through:

- School or Program Visit on date _____ or
 Annual professional performance review evaluation

McRel Principal Evaluation Rubric	Narrative Description of Area(s) in Need of Improvement
<p><i>Principal Leadership Responsibilities Associated with <u>Managing Change</u></i></p> <ul style="list-style-type: none"> a. Change Agent b. Flexibility c. Ideals and Beliefs d. Intellectual Stimulation e. Knowledge of Curriculum, Instruction and Assessment f. Monitor and Evaluate g. Optimize 	
<p><i>Principal Responsibilities Associated with <u>Focus of Leadership</u></i></p> <ul style="list-style-type: none"> a. Contingent Rewards b. Discipline c. Focus d. Involvement in Curriculum, Instruction, and Assessment e. Order f. Outreach g. Resources 	
<p><i>Principal Responsibilities Associated with a <u>Purposeful Community</u></i></p> <ul style="list-style-type: none"> a. Affirmation b. Communication c. Culture d. Input e. Relationships f. Situational Awareness g. Visibility 	

2. The following steps and/or activities will support improvement by Area in Need of Improvement identified in #1, above.

Area 1: < Narrative Description of Area in Need of Improvement >

- *Expectation of Professional Performance (Provide a brief description of expectations for professional performance, leadership, management.):*

- *Steps/Activities to Achieve Results (Identify resources for improvement which could include: individuals providing support, outside readings, observations, feedback from evaluator, professional development opportunities.):*

- *Assessment of Progress (Describe how progress toward improvement will be assessed and when. Include timeframes for completion of steps/activities and assessment of progress, including interim benchmarks where appropriate. See "Log" form, attachment A.):*

Area 2: < Narrative Description of Area in Need of Improvement >

- *Expectation of Professional Performance (Provide a brief description of expectations for professional performance, leadership, management.):*

- *Steps/Activities to Achieve Results (Identify resources for improvement which could include: individuals providing support, outside readings, observations, feedback from evaluator, professional development opportunities.):*

- *Assessment of Progress (Describe how progress toward improvement will be assessed and when. Include timeframes for completion of steps/activities and assessment of progress, including interim benchmarks where appropriate. See "Log" form, attachment A.):*

<ADDITIONAL AREAS TO BE ADDED AS NEEDED TO ALIGN WITH AREAS IDENTIFIED ON PAGE 1>

3. Effective Date of Principal Improvement Plan

Expected date of completion of this Principal Improvement Plan is _____.

Signature of Principal: _____ **Date:** _____

Signature of Evaluator: _____ **Date:** _____

Original to: the Director of Human resources to be filed in the Principal's personnel file

Copies to:

Principal

Evaluator

District Superintendent

PROGRESS LOG

Principal Improvement Plan for: _____

Evaluator and Principal will use this form to record progress toward improvement in accordance with the Principal's Improvement Plan. This will include meetings with evaluator, observations, other activities required by the Improvement Plan.

Date:

Description of Activity (e.g. Meeting, school visit¹):

Area of Improvement – Steps/Activities	Progress/How Assessed
<i><See “Steps/Activities to Achieve Results” for each Area in Need of Improvement in the Principal Improvement Plan></i>	<i><See “Assessment of Progress” in the Principal Improvement Plan></i>

Comments:

Signature of Principal: _____ **Date:** _____

Signature of Evaluator: _____ **Date:** _____

¹ Attach school visit notes, meeting notes, or other relevant documents, if applicable, to this Form.

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 certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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 Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date:

C. St. Onge 9-17-14

Teachers Union President Signature: Date:

J. Lane 9-19-14

Administrative Union President Signature: Date:

N/A - not represented

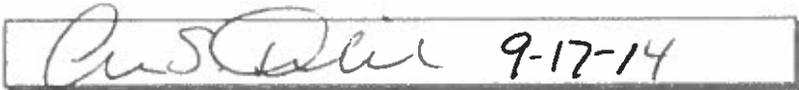
Board of Education President Signature: Date:

Paul P. 9/15/2014

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the Individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date:

A rectangular box containing a handwritten signature and the date "9-17-14".