



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

Commissioner of Education  
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Albany, New York 12234

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July 1, 2013

**Revised**

Jeffrey Matteson, Interim Superintendent  
Tompkins-Seneca-Tioga BOCES  
555 Warren Road  
Ithaca, NY 14850

Dear Superintendent Matteson:

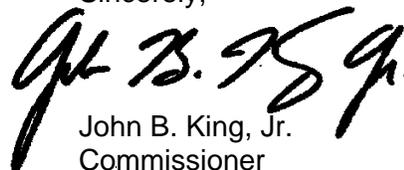
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

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

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, May 21, 2012

Updated Thursday, June 06, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 619000000000

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

619000000000

#### 1.2) School District Name: TOMPKINS-SENECA-TIOGA BOCES

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

TOMPKINS-SENECA-TIOGA BOCES

#### 1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

Submission of material changes to an approved APPR plan

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

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

Annual (2012-13)

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

Created Monday, May 21, 2012

Updated Wednesday, June 12, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	TST BOCES District Developed K ELA Assessment
1	District, regional, or BOCES-developed assessment	TST BOCES District Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	TST BOCES District Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Using preassessment and/or additional available baseline diagnostic assessment data, teachers in collaboration with
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points--18-35% 1 point--1-17% 0 points--0%

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	TST BOCES District Developed K Mathematics Assessment
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using preassessment and/or additional available baseline diagnostic assessment data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points--90-100% 19 points--85-89%

	18 points--84-80%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points--18-35% 1 point--1-17% 0 points--0%

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	TST BOCES District Developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	TST BOCES District Developed 7th grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using preassessment and /or additional available baseline diagnostic assessment data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on the summative assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69%

	12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points--18-35% 1 point--1-17% 0 points--0%

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	TST District Developed 6th grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	TST BOCES District Developed 7th grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	TST BOCES District Developed 8th grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using preassessment and/or additional available baseline diagnostic assessment data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on the summative assessment. .
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points--90-100% 19 points--85-89% 18 points--84-80%
Effective (9 - 17 points) Results meet District goals for similar students.	17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%
Developing (3 - 8 points) Results are below District goals for similar students.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43%

3 points--36-39%

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

2 points--18-35%

1 point--1-17%

0 points--0%

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	TST BOCES District Developed Global 1 Assessment created across the BOCES

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

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

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

Using preassessment and/or additional available baseline diagnostic assessment data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on the summative assessment.

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

20 points--90-100%

19 points--85-89%

18 points--84-80%

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

17 points--77-79%

16 points--74-76%

15 points--71-73%

14 points--70%

13 points--69%

12 points--68%

11 points--67%

10 points--66%

9 points--65%

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

8 points--60-64%

7 points--55-59%

6 points--49-54%

5 points--44-48%

4 points--40-43%

3 points--36-39%

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

2 points--18-35%

1 point--1-17%

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using preassessment and/or additional available baseline diagnostic assessment data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on the summative assessment.
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Developing (3 - 8 points) Results are below District goals for similar students.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points--18-35% 1 point--1-17% 0 points--0%

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using preassessment and/or additional available baseline diagnostic assessment data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on the summative assessment.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points--18-35% 1 point--1-17% 0 points--0% .

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

High School English Courses	Assessment
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Grade 9 ELA	District, regional or BOCES-developed assessment	TST BOCES Developed Regional Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	TST BOCES Developed Regional Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Regents assessment

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

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.	Using preassessment and/or additional available baseline diagnostic assessment data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on the summative assessment.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points--18-35% 1 point--1-17% 0 points--0%

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
EXC Bridges ELA	State Assessment	NYSAA
EXC Bridges Math	State Assessment	NYSAA
EXC Bridges Social Studies	State Assessment	NYSAA
EXC Bridges Science	State Assessment	NYSAA
EXC Branches ELA	State Assessment	NYSAA
EXC Branches Math	State Assessment	NYSAA

EXC Branches Social Studies	State Assessment	NYSAA
EXC Branches Science	State Assessment	NYSAA
EXC Steps ELA	State Assessment	NYSAA
EXC Steps Math	State Assessment	NYSAA
EXC Steps Social Studies	State Assessment	NYSAA
EXC Steps Science	State Assessment	NYSAA
EXC Art, General	District, Regional or BOCES-developed	TST BOCES Regionally Developed Grade Specific Art Assessment
EXC Chorus	District, Regional or BOCES-developed	TST BOCES Regionally Developed Grade Specific Music Assessment
EXC Music	District, Regional or BOCES-developed	TST BOCES Regionally Developed Grade Specific Music Assessment
EXC PE	District, Regional or BOCES-developed	TST BOCES District Developed Grade Specific PE Assessment
EXC Health	District, Regional or BOCES-developed	TST BOCES District Developed Grade Specific Health Assessment
EXC Economics	District, Regional or BOCES-developed	TST BOCES District Developed Economics Assessment
EXC/TP Govern/Economics	District, Regional or BOCES-developed	TST BOCES District Developed Government/Economics Assessments
EXC Branches ELA PM	State Assessment	NYSAA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using preassessment and/or additional available baseline diagnostic assessment data, teachers in collaboration with principals will set individual growth targets for their students. HEDI points will be allocated based on % of students meeting their individual growth targets on the summative assessment.
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3 points--36-39%

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

2 points--18-35%

1 point--1-17%

0 points--0%

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

assets/survey-uploads/5364/131692-avH4IQNZMh/TST BOCES ALL Other Courses 2 10 State Growth June 5 2013 PDF Final.pdf

### 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.

(No response)

### 2.12) Locally Developed Controls

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

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

None

### 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, May 22, 2012

Updated Friday, June 28, 2013

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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.

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

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

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

**Growth or achievement measure(s) from these options.**

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:*

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	STAR preassessment scores will be used as baseline data. The STAR program will be used to set individual growth expectations for each student. Teachers will receive points based on based on the percent of their students who reach their individual growth targets. If VA is approved the 15 point HEDI scale below will be used, If VA is not approved we will use the 20 point allocation outlined in section 3.4. Any teacher who does not have enough student NYS assessment scores (due to small class size) to obtain a MGP score from NYS will also use the 20 point scale provided in section 3.4
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15=90-100% 14=80-89%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13=76-79% 12=72-75% 11=70-71% 10=68-69% 9=66-67% 8=65%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7=60-64% 6=53-59% 5=46-52% 4=39-45% 3=32-38%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=16-31% 1 point= 1-15% 0 points--0%

### 3.2) Grades 4-8 Math

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

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

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.	STAR preassessment scores will be used as baseline data. The STAR program will be used to set individual growth expectations for each student. Teachers will receive points based on based on the percent of their students who reach their individual growth targets. If VA is approved the 15 point HEDI scale below will be used, If VA is not approved we will use the 20 point allocation outlined in section 3.4. Any teacher who does not have enough student NYS assessment scores (due to small class size) to obtain a MGP score from NYS will also use the 20 point scale provided in section 3.4
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15=90-100% 14=80-89%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13=76-79% 12=72-75% 11=70-71% 10=68-69% 9=66-67% 8=65%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7=60-64% 6=53-59% 5=46-52% 4=39-45% 3=32-38%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=16-31% 1 point= 1-15% 0 points--0%

### 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy
1	6(ii) School-wide measure computed locally	STAR Early Literacy/STAR Reading Enterprise
2	6(ii) School-wide measure computed locally	STAR Early Literacy/STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Early Literacy/STAR Reading Enterprise

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	STAR preassessment scores will be used as baseline data. The STAR program will be used to set individual growth expectations for each student. Teachers will receive points based on based on the percent of their students who reach their individual growth targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100% 19 points--85-89% 18 points--80-84%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points—77-79% 16 points—74-76% 15 points—71-73% 14 points—70% 13 points—69% 12 points—68% 11 points—67% 10 points—66% 9 points—65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35% 1 point--1-17% 0 points--0%

### 3.5) Grades K-3 Math

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

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

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	STAR preassessment scores will be used as baseline data. The STAR program will be used to set individual growth
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	expectations for each student. Teachers will receive points based on based on the percent of their students who reach their individual growth targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100% 19 points--85-89% 18 points--80-84%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points—77-79% 16 points—74-76% 15 points—71-73% 14 points—70% 13 points—69% 12 points—68% 11 points—67% 10 points—66% 9 points—65%
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35% 1 point--1-17% 0 points--0%

### 3.6) Grades 6-8 Science

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

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

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.	STAR preassessment scores will be used as baseline data. The STAR program will be used to set individual growth expectations for each student. Teachers will receive points based on based on the percent of their students who reach their individual growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100% 19 points--85-89% 18 points--84-80%

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	817 points—77-79% 16 points—74-76% 15 points—71-73% 14 points—70% 13 points—69% 12 points—68% 11 points—67% 10 points—66% 9 points—65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35% 1 point--1-17% 0 points--0%

### 3.7) Grades 6-8 Social Studies

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

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

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.	STAR preassessment scores will be used as baseline data. The STAR program will be used to set individual growth expectations for each student. Teachers will receive points based on based on the percent of their students who reach their individual growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100% 19 points--85-89% 18 points--80-84%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points—77-79% 16 points—74-76% 15 points—71-73% 14 points—70% 13 points—69%

	12 points—68%
	11 points—67%
	10 points—66%
	9 points—65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64%
	7 points--55-59%
	6 points--49-54%
	5 points--44-48%
	4 points--40-43%
	3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35%
	1 point--1-17%
	0 points--0%

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	4) State-approved 3rd party assessments	STAR Reading Enterprise
Global 2	4) State-approved 3rd party assessments	STAR Reading Enterprise
American History	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	STAR preassessment scores will be used as baseline data. The STAR program will be used to set individual growth expectations for each student. Teachers will receive points based on based on the percent of their students who reach their individual growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100%
	19 points--85-89%
	18 points--84-80%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points--77-79%
	16 points--74-76%
	15 points--71-73%
	14 points--70%
	13 points--69%
	12 points--68%

	11 points--67%
	10 points--66%
	9 points--65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64%
	7 points--55-59%
	6 points--49-54%
	5 points--44-48%
	4 points--40-43%
	3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35%
	1 point--1-17%
	0 points--0%

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	4) State-approved 3rd party assessments	STAR Reading Enterprise
Earth Science	4) State-approved 3rd party assessments	STAR Reading Enterprise
Chemistry	4) State-approved 3rd party assessments	STAR Reading Enterprise
Physics	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	STAR preassessment scores will be used as baseline data. The STAR program will be used to set individual growth expectations for each student. Teachers will receive points based on based on the percent of their students who reach their individual growth targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100%
	19 points--85-89%
	18 points--84-80%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64%
	7 points--55-59%
	6 points--49-54%
	5 points--44-48%
	4 points--40-43%
	3 points--36-39%

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points--77-79%
	16 points--74-76%
	15 points--71-73%
	14 points--70%
	13 points--69%
	12 points--68%
	11 points--67%
	10 points--66%
	9 points--65%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35%
	1 point--1-17%
	0 points--0%

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	STAR Math Enterprise
Geometry	4) State-approved 3rd party assessments	STAR Math Enterprise
Algebra 2	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	STAR preassessment scores will be used as baseline data. The STAR program will be used to set individual growth expectations for each student. Teachers will receive points based on based on the percent of their students who reach their individual growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100%
	19 points--85-89%
	18 points--84-80%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points--77-79%
	16 points--74-76%
	15 points--71-73%
	14 points--70%
	13 points--69%
	12 points--68%
	11 points--67%

	10 points--66%
	9 points--65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64%
	7 points--55-59%
	6 points--49-54%
	5 points--44-48%
	4 points--40-43%
	3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35%
	1 point--1-17%
	0 points--0%

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 10 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 11 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	STAR preassessment scores will be used as baseline data. The STAR program will be used to set individual growth expectations for each student. Teachers will receive points based on based on the percent of their students who reach their individual growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points--90-100%
	19 points--85-89%
	18 points--84-80%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points--77-79%
	16 points--74-76%
	15 points--71-73%
	14 points--70%
	13 points--69%
	12 points--68%
	11 points--67%
	10 points--66%

	9 points--65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--18-35% 1 point--1-17% 0 points--0%

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
ALT Business Math	4) State-approved 3rd party	STAR Math Enterprise
ALT Economics	4) State-approved 3rd party	STAR Reading Enterprise
ALT English 12	4) State-approved 3rd party	STAR Reading Enterprise
ALT Advanced Art	5) District/regional/BOCES--developed	TST BOCES District Developed Advanced Art Assessment
ALT Environmental	4) State-approved 3rd party	STAR Reading Enterprise
ALT GED	4) State-approved 3rd party	STAR Reading Enterprise
ALT Health	4) State-approved 3rd party	STAR Reading Enterprise
ALT Journeys in Literature (ELA)	4) State-approved 3rd party	STAR Reading Enterprise
ALT Participation in Government	4) State-approved 3rd party	STAR Reading Enterprise
ALT PE	5) District/regional/BOCES--developed	TST BOCES Regionally Developed Grade Specific PE Assessment
ALT Pre-GED	4) State-approved 3rd party	STAR Reading Enterprise
ALT Spanish 1	5) District/regional/BOCES--developed	TST BOCES District Developed Spanish 1 Assessment
ALT MS Spanish	5) District/regional/BOCES--developed	TST BOCES Regionally Developed Middle School Spanish Exam
ALT Studio Art	5) District/regional/BOCES--developed	TST BOCES District Developed Grade Specific Art Assessment
CTE Animal Science	4) State-approved 3rd party	NOCTI Small Animal Science and Technology
CTE Auto Body	4) State-approved 3rd party	NOCTI Collision Repair and Refinishing
CTE Auto Technology	4) State-approved 3rd party	NOCTI Automotive Technician
CTE Business Math	5) District/regional/BOCES--developed	TST District Developed Business Math Assessment
CTE CNA/Health Aide	5) District/regional/BOCES--developed	TST BOCES District Developed CTE CNA Assessment

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.*

<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 3.13, below.</p>	<p>For teachers using STAR Reading or Math Enterprise, STAR preassessment scores will be used as baseline data. The STAR program will be used to set individual growth expectations for each student. Teachers who use STAR assessments will receive points based on based on the percent of their students who reach their individual growth targets.</p> <p>Teachers who are using TST BOCES District Developed Assessments or TST BOCES Regionally Developed Assessments will use District Developed Preassessments to determine a baseline score for each student. B aseline scores will be used to place students in "bands" with predicted target scores for each band. Teachers will receive HEDI points based on the percent of students who reach the target for their band.</p> <p>Teachers who are using NOCTI or other industry standard assessment will use NOCTI trend data to set a proficiency target for their class. Teachers will receive HEDI points based on the number of students who reach the proficiency target.</p> <p>Teachers who are using the TST BOCES Multi-Task Performance Assessment will set a baseline using three trials for each chosen student outcome and NYSAA scoring charts. In collaboration with their principal, teachers will set an individual student growth target for each student using baseline scores and additional multiple sources of student data. Teachers using the TST BOCES Multi-task Performance Assessment will receive HEDI points based on the percentage of their students who reach or exceed their individual growth targets taken at the end of the course.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>20 points--90-100% . 19 points--85-89% 18 points--84-80%</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 points--77-79% 16 points--74-76% 15 points--71-73% 14 points--70% 13 points--69% 12 points--68% 11 points--67% 10 points--66% 9 points--65%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 points--60-64% 7 points--55-59% 6 points--49-54% 5 points--44-48% 4 points--40-43% 3 points--36-39%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for</p>	<p>2 points--18-35% 1 point--1-17%</p>

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)

assets/survey-uploads/5139/132232-Rp00I6pk1T/TST BOCES ALL Other Courses 3 12 Continued Local Assessment June 5 2013 Final.pdf

### 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.

(No response)

### 3.14) Locally Developed Controls

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

None

### 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.

- 1.) The points earned from each individual SLO/locally selected measure will be calculated.
- 2.) Weight each SLO based on the number of students covered by each SLO.
- 3.) Calculate proportional points for each SLO.
- 4.) Add weighted points from each SLO to create overall growth component score.

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances   Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked

3.16) Assurances   Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances   If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances   Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Thursday, June 14, 2012

Updated Tuesday, June 11, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be rated using the Danielson Rubric. Evidence for Domains 2 and 3 will be collected from observation only, assuring that 40 of the 60 points will be based on observation (because of the double weighting of these two Domains, see below). Evidence for Domains 1 and 4 will also include a Structured Review of Artifacts which includes two Common Core lesson plans, a Communication Log of interactions with families, and notes of at least 2 data inquiry meetings (SLO data gathering and discussion can count as one of those 2 meetings).

On each element of the rubric, teachers will receive a 1-4 score. Element scores will be averaged to create a component score. Component scores will be averaged to create a domain score for each of the four domains. The total score will be created by averaging all four domain scores, with domains two and three weighted double  $(D1+D2+D2+D3+D3+D4)/6$ =Total Rubric score.)

We understand that the composite score must be reported as a whole number.

- 1-1.4= Ineffective=0-49
- 1.5-2.4=Developing=50-56
- 2.5-3.4=Effective=57-58
- 3.5-4.0=Highly Effective=59-60

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	4 = 60 3.9 = 59.9 3.8 = 59.7 3.7 = 59.5 3.6 = 59.3 3.5 = 59
Effective: Overall performance and results meet NYS Teaching Standards.	3.4 = 58.8 3.3 = 58.6 3.2 = 58.4 3.1 = 58.2 3 = 58 2.9 = 57.8 2.8 = 57.6 2.7 = 57.4 2.6 = 57.2 2.5 = 57
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	2.4 = 56.3 2.3 = 55.6 2.2 = 54.9 2.1 = 54.2 2 = 53.5 1.9 = 52.8 1.8 = 52.1 1.7 = 51.4 1.6 = 50.7 1.5 = 50
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1.4 49 1.392 48 1.383 47 1.375 46 1.367 45 1.358 44 1.35 43 1.342 42 1.333 41 1.325 40 1.317 39 1.308 38 1.3 37 1.292 36

1.283 35  
 1.275 34  
 1.267 33  
 1.258 32  
 1.25 31  
 1.242 30  
 1.233 29  
 1.225 28  
 1.217 27  
 1.208 26  
 1.2 25  
 1.192 24  
 1.185 23  
 1.177 22  
 1.169 21  
 1.162 20  
 1.154 19  
 1.146 18  
 1.138 17  
 1.131 16  
 1.123 15  
 1.115 14  
 1.108 13  
 1.1 12  
 1.092 11  
 1.083 10  
 1.075 9  
 1.067 8  
 1.058 7  
 1.05 6  
 1.042 5  
 1.033 4  
 1.025 3  
 1.017 2  
 1.008 1  
 1 0

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

4.6) Observations of Probationary Teachers   Enter Total	2
--	---

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- Not Applicable
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, May 22, 2012

Updated Friday, October 19, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

## 6. Additional Requirements - Teachers

Created Tuesday, May 22, 2012

Updated Friday, October 19, 2012

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### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/132234-Df0w3Xx5v6/TSTBOCES\\_TIP.doc](assets/survey-uploads/5265/132234-Df0w3Xx5v6/TSTBOCES_TIP.doc)

#### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Appeals Process*

*Why?*

*The purpose of the internal appeal process, and the annual professional performance review process in its entirety, is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. It is hoped that the evaluative practice is one of collaboration and cooperation between teacher and administrator.*

*The more formal appeals process exists for situations when this practice breaks down. It provides an opportunity to appeal the procedural error.*

*Who?*

*Any bargaining unit member receiving an overall “ineffective” rating can appeal the decision in writing no later than fifteen (15) school days of the date when the bargaining unit member receives their annual professional performance review. Ratings of “developing”, “highly effective” or “effective” cannot be appealed.*

*What?*

*An appeal may encompass a challenge to:*

- the Board of Cooperative Educational Services’ adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- the adherence to the Commissioner’s regulations, as applicable to such reviews;*
- compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- the Board of Cooperative Educational Services’ issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.*

*Because the APPR process in its entirety is a cooperative and collaborative process involving both the bargaining unit member and the authoring administrator, substantive components of the evaluation rubric are NOT appealable. During the course of the year, a draft APPR rubric will be available to both bargaining unit member and the authoring administrator. It is expected that the employee not wait until the end of the process to clarify information with the authoring administrator if they believe misunderstandings exist.*

*How?*

*Step 1: Informal Conference with the Authoring Administrator*

*A qualifying bargaining unit member wishing to appeal their APPR must begin by requesting an informal meeting within fifteen (15) school days of the receipt of their final APPR. Requesting this informal meeting via email is an excellent way of documenting the process. The administrator will make every effort to schedule and hold this meeting within five (5) school days of receipt of the request.*

*This conference is intended to allow the authoring administrator and the bargaining unit member to discuss the evaluation procedure and the member’s concerns.*

*It is hoped that disagreements and confusions might be resolved through this process without a more formal appeals process. The bargaining unit member has the option of inviting an Association representative to be present, but no paperwork is required for this step. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. It is recommended that both parties take notes.*

*If the bargaining unit member is not satisfied with Step 1, he/she may proceed to the second step.*

*Step 2: Formal Written Appeal to Authoring Administrator*

*The second step shall be initiated by the unit member by filing the APPR Appeals Form with the authoring administrator within five (5) school days after the completion of Step 1.*

*The authoring administrator will respond in writing within fifteen (15) school days after the written appeal has been filed. This response will include an explanation with some detail as to why the appeal was denied or upheld.*

*When filing an appeal, the bargaining unit member must submit a detailed description of the precise point(s) of disagreement over his or her APPR or the issuance and/or implementation of the terms of his or her improvement plan, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.*

*A copy of the performance review and/or issuance/implementation of the terms of TIP being challenged must also be submitted with the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.*

*Step 3: Appeal to the Superintendent*

*If the bargaining unit member is unsatisfied with the administrative response to the Step 2 appeal, he/she may file a Step 3 appeal with the Superintendent of Schools.*

*Within five (5) school days of receipt of the written response to the Step 2 appeal, the bargaining unit member’s submission to the Superintendent must include the following:*

- The initial APPR Appeals Form*

- Any and all supportive documents that were submitted with the Step 2 application
- A copy of the administrative response that resulted from Step 2
- A typed cover statement outlining the concerns that warrant a Step 3 appeal.

*The Association President is copied on this appeal in its entirety.*

*The Superintendent will respond within fifteen (15) school days from the receipt of said appeal. This response will either be a formal written determination, or a request for a face-to-face conference with the bargaining unit member and their Association representative. Such a conference may also include, at the discretion of the Superintendent, the authoring administrator.*

*The ultimate Superintendent's determination, either in immediate written response, or in written response subsequent to a conference, may be*

- to deny the appeal;
- to sustain the appeal and grant the remedy sought;
- or sustain the appeal and modify the remedy.

*The bargaining unit member initiating the appeal, the Association President and the authoring administrator shall each receive a copy of the Superintendent's ultimate response as well as any and all additional information submitted with the response.*

*The process will be timely and expeditious in accordance with Education Law 3012c. All timelines shall be adhered to unless extended by mutual, documented agreement.*

*A bargaining unit member may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.*

*Except for procedural appeals for failure to follow timelines, the Association member has the burden of proof to demonstrate a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*

*With the exception of grievances based on failure to follow the procedural steps of this appeals process, the Superintendent's decision shall be final and binding and not subject to the grievance procedure.*

*Education Law §3012-c has always required that APPR constitute a "significant factor" in employment decisions, including but not limited to tenure determinations and termination of probationary teachers. It does not require that the APPR be the sole or determinative factor in tenure or termination decisions, merely that the APPR be considered in making such determinations.*

*Prior to completion of the APPR in the first year of the probationary term, a probationary teacher may be summarily dismissed for constitutionally and statutorily permissible reasons (include but are not limited to: misconduct, insubordination, time and attendance issues, or conduct inappropriate for a teaching professional) other than classroom performance without regard to the APPR.*

*The BOCES may make a tenure determination or termination decision during an APPR appeal as long as it does not rely upon the performance that is being appealed (the subject of the appeal).*

*If the termination determination is based solely upon performance and rating that is the subject of a pending rating appeal, the BOCES must await completion of the appeal process before making that determination.*

*During the pendency of an appeal, the BOCES shall have the right to create a JUUL to prevent tenure by estoppel for an appealing probationary teacher.*

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

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

*The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The TST district will utilize our BOCES Network Team evaluator training and lead evaluator training training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on all nine required elements.*

*The superintendent will ensure that lead evaluators participate in annual training and are recertified on an annual basis. The BOCES Network Team will be utilized to provide the retraining and recertification on some of the nine elements each year. All of the nine*

*elements will be covered in a three year cycle for returning administrators. New administrators will be given the original training over the course of their first six months on the job through the Joint Management Team of Central New York. Any individual who fails to achieve required training or recertification as applicable shall not conduct or complete evaluations.*

*Lead Evaluators & evaluators will engage in calibration and inter-rater reliability training initially in 2012-2013 and annually thereafter using the MyLearningPlan ELEVATE system and working with TST BOCES Network Team trainers, who have been calibrated through work with trainers at Network Team Institutes. After calibration and inter-rater reliability training sessions, all Lead Evaluators will participate in a calibration event and only those who receive a rating of at least "initially calibrated" in all areas will complete final evaluations in June 2013. Multiple opportunities for further practice and re-calibration will be provided for anyone who does not meet that benchmark the first time. All evaluators will engage in at least 2 sessions focused on interrater reliability annually each year after 2012-2013, through continued use of ELEVATE.*

## 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, May 22, 2012

Updated Thursday, June 13, 2013

## Page 1

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

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

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

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

Community School 6-12
Smith Graded K-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Career and Technical Education 11-12	District, regional, or BOCES-developed	ACTEA Regionally Developed NYS Zone 1 & 2 CTE Assessments
Smith Ungraded K-12	State assessment	NYSAA
Smith Graded K-12	State assessment	Grades 3-8 NYS ELA & Math Assessments, NYS Regents Assessments
Community School 6-12	State assessment	NYS ELA Grade 11 and NYS Algebra 1 Regents Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	<p>The Smith Ungraded Principal will receive a HEDI score based on % of students who reach a minimum growth expectation of proficiency (Level 3 or 4) on the NYSAA assessment. The CTE principal will receive a score based on the percent of students who reach their SLO targets across all CTE programs (as reflected in CTE teachers' SLOs). CTE Teachers SLOs include banded growth targets from pre-assessment to summative assessment (on the Regionally Developed Subject and Grade Specific NYS ACTEA Zone 2/3 CTE Assessment - pre and post test versions). These targets will be collaboratively approved by the CTE Principal and the CTE Director. Smith Graded and Community School Principals may be assigned a Growth Score by NYS. If they are not assigned a growth score because there are too few total assessments, points will be assigned based on an SLO. The SLOs will be based on student growth in relation to banded targets for the NYS 3-8 and Math Assessments for the Smith Graded Principal and on banded targets for Regents assessments for the Community School Principal. These banded targets will be set in collaboration with the Director for Exceptional Education (Smith School) and the Director for CTE &amp; Alternative Education (Community School). See Attachment Charts.</p>
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	20 points -- 90-100 % 19 points--89-85%

	18 points--84-80%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points—77-79%
	16 points—74-76%
	15 points—71-73%
	14 points—70% of students attain growth or proficiency
	13 points—69% of students attain growth or proficiency
	12 points—68% of students attain growth or proficiency
	11 points—67% of students attain growth or proficiency
	10 points—66% of students attain growth or proficiency
	9 points—65% of students attain growth or proficiency
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points--60-64%
	7 points--55-59%
	6 points--49-54%
	5 points--44-48%
	4 points--40-43%
	3 points--36-39%
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	2 points--19-35%
	1 point--1-18%
	0 points--0%

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

assets/survey-uploads/5365/132235-lha0DogRNw/TST BOCES 7.3 Principal SLO Banded Targets Charts Revised Jan 2 2013.pdf

## 7.4) Special Considerations for Comparable Growth Measures

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

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

None

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, May 22, 2012

Updated Friday, June 28, 2013

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
ALT Community School Grades 6-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
Smith Graded K-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals will be assigned a local measure score based on the percent of students in programs which they supervise who meet their targets on local measures as designated above (STAR assessments, Multi-Task Assessment). Data for this score will be obtained by reviewing and aggregating results of Local Assessment Targets (LATs) set by teachers in the programs for which each principal is responsible. These targets will be approved by both the principal and the Director who supervises the principal ( Director of CTE & Alternative Education for the CTE and the Community School; Director of Exceptional Education for Smith School). The HEDI score will be assigned based on the aggregated percentage of students who meet or exceed their approved individualized or banded targets. If value added measures are not approved for 2012-2013 or any principal who may be eligible for a value-added measure does not have enough total student assessments to be provided a state growth score, the 20 point HEDI scale outlined in 8.2 will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15=90-100% 14=80-89%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	13=76-79% 12=72-75%

grade/subject.	11=70-71% 10=68-69% 9=66-67% 8=65%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7=60-64% 6=53-59% 5=46-52% 4=39-45% 3=32-38%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=16-31% 1=1-15% 0=0%

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.

(No response)

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative*

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Smith Ungraded K-12	(d) measures used by district for teacher evaluation	TST Multi-task performance assessment based on NYSAA
CTE 11-12	(d) measures used by district for teacher evaluation	NOCTI Assessments

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.*

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Principals will be assigned a local measure score based on the per cent of students who met their targets on local measures as designated above ( Multi-Task Assessment, NOCTI Industry Standard assessments). Teachers who are using the TST BOCES Multi-Task Performance Assessment will set a baseline using three trials for each chosen student outcome and NYSAA scoring charts. Teachers will set individual or banded student growth targets using baseline scores and additional multiple sources of student data. Teachers using the TST BOCES Multi-task Performance Assessment will receive HEDI points based on the percentage of their students who reach or exceed their individual growth targets based on the TST BOCES Multi-task Performance Assessment taken at the end of the course. All targets will be collaboratively set by the teacher with the principal and approved by the principal and the Director who supervises that principal. Data for this score will be</p>
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obtained by reviewing and aggregating results of Local Assessment Targets (LATs) set by teachers in the programs for which each principal is responsible. HEDI scores will be based on the aggregated percentage of students in a principal's program who meet or exceed their approved individualized or banded targets on assessments taken at the end of the course.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points-- 90-100%
	19 points--85-89%
	18 points--84-80%

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points—77-79%
	16 points—74-76%
	15 points—71-73%
	14 points—70%
	13 points—69%
	12 points—68%
	11 points—67%
	10 points—66%
9 points—65%	

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points--60-64%
	7 points--55-59%
	6 points--49-54%
	5 points--44-48%
	4 points--40-43%
3 points--36-39%	

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points--19-35%
	1 point--1-18%
	0 points--0%

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

None

### 8.4) Principals with More Than One Locally Selected Measure

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

NA

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 22, 2012

Updated Tuesday, June 11, 2013

## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
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)
NYC School Survey-2012 Teacher 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.

On each Dimension of the rubric, principals will receive a 1-4 score. . The total score will be created by averaging all seven domain scores, with Dimension scores, with Dimensions two and three weighted double  $(D1+D2+D2+D3+D3+D4 + D5 + D6 + D7)/9$ =Total Rubric score.)

We understand that the composite score must be reported as a whole number.

- 1-1.4= Ineffective=0-49
- 1.5-2.4=Developing=50-56
- 2.5-3.4=Effective=57-58
- 3.5-4.0=Highly Effective=59-60

D1 = Shared vision of learning

D2 = School culture and Instructional program

D3 =Safe, efficient, effective learning environment

D4 = Community

D5 = Integrity, fairness, ethics

D6 =Political, social, economic, legal, and cultural context

D7 = Goal Setting and attainment

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	4 = 60
	3.9 = 59.9
	3.8 = 59.7
	3.7 = 59.5
	3.6 = 59.3
	3.5 = 59
Effective: Overall performance and results meet standards.	3.4 = 58.8
	3.3 = 58.6
	3.2 = 58.4
	3.1 = 58.2
	3 = 58
	2.9 = 57.8
	2.8 = 57.6
	2.7 = 57.4
	2.6 = 57.2
	2.5 = 57
Developing: Overall performance and results need improvement in order to meet standards.	2.4 = 56.3
	2.3 = 55.6
	2.2 = 54.9
	2.1 = 54.2
	2 = 53.5
	1.9 = 52.8
	1.8 = 52.1
	1.7 = 51.4
	1.6 = 50.7
	1.5 = 50
Ineffective: Overall performance and results do not meet standards.	1.4 49
	1.392 48
	1.383 47
	1.375 46
	1.367 45
	1.358 44
	1.35 43
	1.342 42
	1.333 41
	1.325 40
	1.317 39
	1.308 38
	1.3 37
	1.292 36
	1.283 35
	1.275 34
	1.267 33
	1.258 32
	1.25 31
	1.242 30
	1.233 29
	1.225 28
	1.217 27
	1.208 26
	1.2 25
	1.192 24
	1.185 23
1.177 22	
1.169 21	
1.162 20	
1.154 19	
1.146 18	
1.138 17	

1.131 16  
 1.123 15  
 1.115 14  
 1.108 13  
 1.1 12  
 1.092 11  
 1.083 10  
 1.075 9  
 1.067 8  
 1.058 7  
 1.05 6  
 1.042 5  
 1.033 4  
 1.025 3  
 1.017 2  
 1.008 1  
 1 0

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, May 22, 2012

Updated Friday, October 19, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, May 22, 2012

Updated Friday, October 19, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/132240-Df0w3Xx5v6/TSTBOCES APPR PIP Plan and Form Oct 2012.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:

#### *APPEALS PROCESS*

*(Revised 07-10-2012)*

*Why?*

*The purpose of the internal appeal process, and the annual professional performance review process in its entirety, is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. It is hoped that the evaluation practice is one of collaboration and cooperation between principal and supervisor.*

*The more formal appeals process exists for situations when this practice breaks down. It provides an opportunity to appeal the*

*procedural error.*

*Who?*

*Any principal receiving an overall “ineffective” rating can appeal the decision in writing no later than fifteen (15) school days of the date when the principal receives their annual professional performance review. Ratings of “developing”, “highly effective” or “effective” cannot be appealed.*

*What?*

*An appeal may encompass a challenge to:*

- the Board of Cooperative Educational Services’ adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- the adherence to the Commissioner’s Regulations, as applicable to such reviews;*
- compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- the Board of Cooperative Educational Services’ issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-c.*

*Because the APPR process in its entirety is a cooperative and collaborative process involving both the principal and the authoring supervisor, substantive components of the evaluation rubric are NOT appealable. During the course of the year, a draft APPR rubric will be available to both principal and the authoring supervisor. It is expected that the principal not wait until the end of the process to clarify information with the authoring supervisor if they believe misunderstandings exist.*

*How?*

*Step 1: Informal Conference with the Authoring Supervisor*

*A principal wishing to appeal their APPR must begin by requesting an informal meeting with their supervisor within fifteen (15) school days of the receipt of their final APPR.*

*Requesting this informal meeting via email is an excellent way of documenting the process. The supervisor will make every effort to schedule and hold this meeting within five (5) school days of receipt of the request.*

*This conference is intended to allow the authoring supervisor and the principal to discuss the evaluation procedure and the principal’s concerns.*

*It is hoped that disagreements and confusions might be resolved through this process without a more formal appeals process. The principal has the option of inviting a colleague to be present, but no paperwork is required for this step. The conference shall be an informal meeting wherein the authoring supervisor and the principal are able to discuss the evaluation and the areas of dispute. It is recommended that both parties take notes.*

*If the principal is not satisfied with Step 1, he/she may proceed to the second step.*

*Step 2: Formal Written Appeal to Authoring Supervisor*

*The second step shall be initiated by the principal by filing the APPR Appeals Form with the authoring Supervisor within five (5) school days after the completion of Step 1.*

*The authoring supervisor will respond in writing within fifteen (15) school days after the written appeal has been filed. This response will include an explanation with some detail as to why the appeal was denied or upheld.*

*When filing an appeal, the principal must submit a detailed description of the precise point(s) of disagreement over his or her APPR or the issuance and/or implementation of the terms of his or her improvement-plan, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal.*

*A copy of the performance review and/or issuance and/or implementation of the PIP being challenged must also be submitted with the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.*

*Step 3: Appeal to the Superintendent*

*If the principal is unsatisfied with the administrative response to the Step 2 appeal, he/she may file a Step 3 appeal with the Superintendent of Schools or his or her designee.*

*Within five (5) school days of receipt of the written response to the Step 2 appeal, the principal’s submission to the Superintendent must include the following:*

- The initial APPR Appeals Form.*
- Any and all supportive documents that were submitted with the Step 2 application.*
- A copy of the administrative response that resulted from Step 2.*
- A typed cover statement outlining the concerns that warrant a Step 3 appeal.*

*The Superintendent will respond within fifteen (15) school days from the receipt of said appeal. The response will either be a formal written determination, or a request for a face-to-face conference with the principal. Such a conference may also include, at the discretion of the Superintendent, the authoring supervisor.*

*The ultimate Superintendent’s determination, either in immediate written response, or in written response subsequent to a conference, may be*

- to deny the appeal;*
- to sustain the appeal and grant the remedy sought;*
- or sustain the appeal and modify the remedy.*

*The principal initiating the appeal and the authoring supervisor shall each receive a copy of the Superintendent’s ultimate response as well as any and all additional information submitted with the response.*

*The process will be timely and expeditious in accordance with Education Law 3012c. All timelines shall be adhered to unless extended by mutual, documented agreement.*

*A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.*

*Except for procedural appeals for failure to follow timelines, the principal has the burden of proof to demonstrate a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*

*The Superintendent's decision shall be final and binding and not subject to legal appeal.*

*Probationary principals may be summarily dismissed for constitutionally and statutorily related reasons other than performance related to the APPR. No tenure by estoppels will occur while an appeal is in process. Instead, a Juul Agreement will be implemented with the probationary principal until the appeal has run its course.*

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

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

*Lead Evaluator of Principal training will be provided through the TST BOCES Network Team. This training will be done in accordance with SED procedures and processes, using facilitators who have been trained through Network Team Institutes and additional trainings. Lead Evaluator of Principals training will include all nine required elements.*

*The district superintendent will ensure that all lead evaluators participate in annual training and are recertified on an annual basis. The TST or OCM BOCES Network Team will be utilized to provide the retraining and recertification on some of the nine elements each year. All of the nine elements will be covered in a three year cycle for returning administrators. New administrators will be given the original 9 hours of training over the course of their first six months on the job through the BOCES Network Teams from one or more of the BOCES in the Joint Management Team of Central New York. Any individual who fails to achieve required training or recertification as applicable shall not conduct or complete evaluations.*

*Inter-rater reliability will be developed through sharing of Principal Case Studies and agreeing on the rating of these principals using the MPPR rubric. These sharings will occur both through the Superintendents Leadership Council ( in collaboration with component school colleagues) and via internal administrative meetings. At least 4 of these opportunities will occur in year 1, and at least 2 opportunities per year thereafter. Case studies will be developed and/or modified by BOCES Network Team facilitators in the Central NY JMT area.*

## 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, May 22, 2012

Updated Friday, June 28, 2013

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/132242-3Uqgn5g9Iu/TST BOCES APPR Certification June 28 2013.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.

# TIP Plan

A Teacher Improvement Plan and TIP designation may be initiated for several potential causes:

- The bargaining unit member is designated in need of improvement during a classroom observation for specific deficits according to the NYS teaching standards.
- The bargaining unit member's total score on his/her summative APPR designates an ineffective or developing level according to the scale in this document.
- A bargaining unit member who feels they are struggling may seek out support from administration by requesting a TIP be developed. The administrator and bargaining unit member will determine if this is feasible and necessary.

According to the Commissioner's Regulations, every teacher receiving a rating of "developing" or "ineffective" must receive a Teacher Improvement Plan ("TIP") as soon as practicable, but in no case later than ten (10) school days after they are to report to school.

The issuance of a TIP is not a disciplinary action. As in all of the phases of the Annual Professional Performance Review Plan, it is hoped that this phase will result in satisfactorily improved teaching. However, a teacher with two consecutive ineffective annual ratings may be subject to discipline.

## **The purpose of a TIP is to:**

- provide assistance to bargaining unit members who are rated as "ineffective" or "developing" in the overall rating
- improve a unit member's performance;
- provide additional support; which may include professional development and an opportunity to observe other classes;
- encourage discussion and collaboration in the area (s) of significant concern
- provide information to determine tenure

## **A TIP must include:**

- ✓ identification of primary performance areas in need of improvement,
- ✓ evidence of need for improvement in these areas
- ✓ measurable expectations that will demonstrate improvement
- ✓ the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, the assignment of a mentor teacher where appropriate and feasible.
- ✓ a timeline for achieving improvement and providing periodic reviews of progress, (This schedule should outline the periodic feedback and opportunities to review the plan as it moves forward. Ensure that there are sensible and practical timelines. Bargaining unit members are not required to complete TIP activities

- during school breaks or summer vacations. TIP can carry over between semesters and school years.)
- ✓ the evidence of improvement

It is expected that a TIP is part of the annual scope of evaluation. If concerns are plainly evident during the year, the administrator and bargaining unit member will discuss the issues that may necessitate a TIP and that some details that must be included in the TIP may be rolled into the APPR evaluation document.

If a TIP is demanded by the final composite score of the APPR, the administrator will seek input from the bargaining unit member in developing the plan to the degree possible. Although a TIP is not intended to be punitive, the bargaining unit member may request that an Association Representative accompany him or her to meetings with the administrator regarding the TIP and any subsequent disciplinary action.

Such input will help guide the generation of the final TIP using the **TST BOCES Teacher Improvement Plan** form (page # in workbook)

The final TIP will be initialed by both the administrator and bargaining unit member. A copy will be provided to the bargaining unit member.

Once the plan has been completed by the bargaining unit member, and/or the timeline specified for completion in the TIP has passed, the administrator will determine, in a discussion with the bargaining unit member, followed by written documentation, that:

- The problem has been resolved and the bargaining unit member's no longer needs a TIP.
- The problem has not been resolved and the TIP designation will remain with the same or revised elements;
- The problem has not been resolved and the bargaining unit member may be subject to disciplinary action.

Under Education Law §3012-c, the Board of Cooperative Educational Services' issuance and/or implementation of the terms of the teacher improvement plan can be appealed. (*See Appeals Process section*)

No disciplinary action predicated upon ineffective performance being addressed by a TIP shall be taken by the District against a bargaining unit member until that TIP has been fully implemented (according to its documented timeline) and its effectiveness in improving the teacher's performance has been evaluated by the authoring administrator.

**TST BOCES Teacher Improvement Plan**

Member Name/Title : \_\_\_\_\_ / \_\_\_\_\_

Building/Program: \_\_\_\_\_ Authoring Administrator: \_\_\_\_\_

Standard/Area Needing Improvement	Evidence of Need	Measurable Expectations	Resources/Support Provided	Timeline	Evidence of Improvement
<p><b>Example:</b></p> <p>Component 2c: Managing classroom procedures and 2d. Managing student behavior</p>	<p>See evidentiary notes on Danielson rubric sections: 2a, 2b, 2c, 2d, &amp; 2e</p>	<p>Your students will be more regularly and completely engaged in learning as observed in observation in 2013-14 school year</p>	<p>Mentor →</p> <p>Workshop re: classroom management →</p> <p>Observations in Smith, Jones and Miller classrooms →</p>	<p>Sept. 2012-May 2013</p> <p>Fall 2013 (Oct. 21<sup>st</sup> is an example of an appropriate workshop that you found)</p> <p>By end of Sept., Nov. and Dec. respectively</p>	<p>Improvements on 2013-14 APPR observation document (specifically sections 2a -2e) including at least 2 formal observations.</p>

**Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of evaluator/administrator

\_\_\_\_\_  
date

\_\_\_\_\_  
Signature of bargaining unit member

\_\_\_\_\_  
date

- At completion of this TIP plan...
- The problem has been resolved and TIP is no longer necessary.
  - TIP designation will remain with revised goals
  - Additional disciplinary action is needed.

Administrative  
Initial

**DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form**

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature:    Date:

*Allen A. O'Donnell*    7/11/12

Teachers Union President Signature:    Date:

*Lucretia Hurrell*    7/11/2012

Administrative Union President Signature:    Date:

NA

Board of Education President Signature:    Date:

*Linda Padgett*    7/11/12

## TST BOCES Principal Improvement Plan Form

Principal Name: \_\_\_\_\_ / \_\_\_\_\_

Building/Program: \_\_\_\_\_ Authoring Supervisor: \_\_\_\_\_

Standard/Area Needing Improvement	Evidence of Need	Measurable Expectations	Resources/Support Provided	Timeline	Evidence of Improvement

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

At completion of this PIP plan:

\_\_\_\_\_ The problem has been resolved and PIP is no longer necessary.

\_\_\_\_\_ PIP designation will remain with revised goals.

\_\_\_\_\_ Additional disciplinary action is needed.

\_\_\_\_\_  
Signature of Evaluator/Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

# **PIP PLAN**

(Created 07-10-2012)

A Principal Improvement Plan and PIP designation may be initiated for several potential causes:

- The principal is designated in need of improvement during a visit by a supervisor for specific deficits according to the ISLLC standards.
- The principal's total score on his/her summative APPR designates an ineffective or developing level according to the scale in this document.
- A principal who feels they are struggling may seek out support from administration by requesting a PIP be developed. The supervisor and principal will determine if this is feasible and necessary.

According to the Commissioner's Regulations, every principal receiving a rating of "developing" or "ineffective" must receive a Principal Improvement Plan ("PIP") as soon as practicable, but in no case later than ten (10) school days after they begin a new school year with staff.

The issuance of a PIP is not a disciplinary action. As in all of the phases of the Annual Professional Performance Review Plan, it is hoped that this phase will result in satisfactorily improved leadership. However, a principal with two consecutive ineffective annual ratings may be subject to discipline.

## **The purpose of a PIP is to:**

- provide assistance to principals who are rated as "ineffective" or "developing" in the overall rating;
- improve a principal's performance;
- provide additional support which may include professional development and an opportunity to observe other administrators;
- encourage discussion and collaboration in the area(s) of significant concern;
- provide information to determine tenure.

## **A PIP must include:**

- ✓ identification of primary performance areas in need of improvement;
- ✓ evidence of need for improvement in these areas;
- ✓ measurable expectations that will demonstrate improvement;
- ✓ the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the principal including, the assignment of a mentor administrator where appropriate and feasible.
- ✓ a timeline for achieving improvement and providing periodic reviews of progress. (This schedule should outline the periodic feedback and opportunities to review the plan as it moves forward.) Ensure that there are sensible and practical timelines.
- ✓ The evidence of improvement.

It is expected that a PIP is part of the annual scope of evaluation. If concerns are plainly evident during the year, the supervisor and principal will discuss the issues that may necessitate a PIP and that some details that must be included in the PIP may be rolled into the APPR evaluation document.

If a PIP is demanded by the final composite score of the APPR, the supervisor will seek input from the principal in developing the plan to the degree possible. Although a PIP is not intended to be punitive, the principal may request that a colleague accompany him or her to meetings with the supervisor regarding the PIP and any subsequent disciplinary action.

Once the plan has been completed by the principal, or the timeline specified for completion in the PIP has passed, the supervisor will determine, in a discussion with the principal, followed by written documentation, that:

- The problem has been resolved and the principal no longer needs a PIP.
- The problem has not been resolved and the PIP designation will remain with the same or revised elements.
- The problem has not been resolved and the principal may be subject to disciplinary action.

Under Education Law §3012-c; the Board of Cooperative Educational Services' issuance and/or implementation of the terms of the principal improvement plan can be appealed. (See Appeals Process section)

No disciplinary action predicated upon ineffective performance being addressed by a PIP shall be taken by the District against a principal until that PIP has been fully implemented (according to its documented timeline) and its effectiveness in improving the principal performance has been evaluated by the authoring supervisor.

Probationary principals may be summarily dismissed for constitutionally and statutorily related reasons other than performance related to the APPR. No tenure by estoppel will occur while an improvement plan is in place. Instead, a Juul agreement will be implemented until the PIP timeline runs its course and a determination has been made by the supervisor as to its level of success.

**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.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
CTE Computer Tech	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Construction Trades	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Cosmetology	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Criminal Justice	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Culinary Arts	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Digital Media	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Early Childhood	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Food Service	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Health Science	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessment

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
		created across several BOCES
CTE Heavy Equipment	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Life Science	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Outdoor Equipment	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Physical Education	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Science	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
CTE Welding	5)District/regional/BOCES-developed	TST 11 and 12 grade Item banked assessments created across several BOCES
EXC Art, General	5)District/regional/BOCES-developed	TST Item banked assessments (ungraded) created across BOCES region
EXC Branches Math	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment (ungraded) aligned with NYSAA
EXC Bridges ELA	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment (ungraded)

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
		aligned with NYSAA
EXC Bridges Math	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment (ungraded) aligned with NYSAA
EXC Chorus	5)District/regional/BOCES-developed	TST BOCES Item banked assessments (ungraded) created across BOCES region
EXC Economics	5)District/regional/BOCES-developed	TST 12 grade Item banked assessments created across BOCES
EXC Health	5)District/regional/BOCES-developed	TST Item banked assessments grades 9-12 created across BOCES
EXC LH Full Day	5)District/regional/BOCES-developed	TST Item banked assessments grades 6-12 created across BOCES
EXC Music, General	5)District/regional/BOCES-developed	TST Item banked assessments (ungraded)created across BOCES
EXC P7 MS Electives	5)District/regional/BOCES-developed	TST Item banked assessments grades 6-8 created across BOCES
EXC PE	5)District/regional/BOCES-developed	TST Item banked assessments K-12 and some ungraded created across BOCES
EXC PM Branches ELA	5)District/regional/BOCES-developed	TST BOCES created Muti-task Performance Assessment (ungraded) aligned with NYSAA
EXC SB GED	4) State-approved 3 <sup>rd</sup> party	STAR Reading and Math used by TST grades 9-12

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
EXC Steps ELA	5) District/regional/BOCES-developed	TST BOCES created Muti-task Performance Assessment (ungraded) aligned with NYSAA
EXC Steps Math	5) District/regional/BOCES-developed	TST BOCES created Muti-task Performance Assessment (ungraded) aligned with NYSAA
EXC TP GED	4) State-approved 3 <sup>rd</sup> party	STAR Reading and Math used by TST Grades 9-12
EXC TP Reading or Writing CS	4) State-approved 3 <sup>rd</sup> party	STAR Reading used by TST grades 9-12
EXC TP Reading or Writing CSP	4) State-approved 3 <sup>rd</sup> party	STAR Reading used by TST BOCES grades 9-12
EXC TP HT Government/Econ.	5) District/regional/BOCES-developed	TST Item banked assessments grade 12 created across BOCES
CTE Career Exploration	5) District/regional/BOCES-developed	TST 11 and 12 grade item banked assessments created across the BOCES

**TST BOCES 2.10) 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.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
CTE Animal Science	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Automotive Body	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Automotive Technology	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE CNA/ Health Aide	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Computer Tech	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Construction Trades	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Cosmetology	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Criminal Justice	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Culinary Arts	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Digital Media	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment

CTE Early Childhood	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Food Service	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Health Science	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Heavy Equipment	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Life Science	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Outdoor Equipment	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Physical Education	5)District/regional/BOCES-developed	TST BOCES District Developed Grade Specific PE Assessment
CTE Science	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
CTE Welding	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
ALT MS Spanish	5)District/regional/BOCES-developed	TST BOCES District Developed MS Spanish Assessment
ALT Spanish 1	5)District/regional/BOCES-developed	TST BOCES Regionally Developed Spanish I Assessment (Checkpoint A)

ALT Health	5)District/regional/BOCES-developed	TST BOCES Regionally Developed Grade Specific Health Assessment
ALT PE	5)District/regional/BOCES-developed	TST BOCES District Developed Grade Specific PE Assessment
ALT ART	5)District/regional/BOCES-developed	TST BOCES Regionally Developed Grade Specific Art Assessment
EXC SB GED	5)District/regional/BOCES-developed	TST BOCES District Developed GED Skills Assessment
ALT GED	5)District/regional/BOCES-developed	TST BOCES District Developed GED Skills Assessment
ALT Pre-GED	5)District/regional/BOCES-developed	TST BOCES District Developed Pre-GED Skills Assessment
EXC TP GED	5)District/regional/BOCES-developed	TST BOCES District Developed GED Skills Assessment
EXC TP Reading or Writing CS	5)District/regional/BOCES-developed	TST BOCES District Developed Reading/Writing Assessment
EXC TP Reading or Writing CSP	5)District/regional/BOCES-developed	TST BOCES District Developed Reading/Writing Assessment
EXC TP HT Government/Econ.	5)District/regional/BOCES-developed	TST BOCES District Developed Government & Economics Assessments
CTE Career Exploration	5) District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment

ALT Business Math	5)District/regional/BOCES-developed	TST BOCES District Developed Business Math Assessment
ALT Environmental Science	5)District/regional/BOCES-developed	TST BOCES District Developed Environmental Science Assessment
ALT Participation in Government	5)District/regional/BOCES-developed	TST BOCES District Developed Participation in Government Assessment
ALT Economics	5)District/regional/BOCES-developed	TST BOCES District Developed Economics Assessment
ALT Journeys in Literature	5)District/regional/BOCES-developed	TST BOCES District Developed ELA/Journeys in Literature Assessment
ALT English 12	5)District/regional/BOCES-developed	TST BOCES District Developed English 12 Assessment
CTE Business Math	5)District/regional/BOCES-developed	Regionally Developed NYS ACTEA Zone 2/3Subject & Grade-Specific CTE Assessment
ALT Studio Art	5)District/regional/BOCES-developed	TST BOCES Regionally Developed Grade Specific Art Assessment

**TST BOCES 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.

<b>Subject(s)</b>	<b>Locally-Selected Measures from List of Approved Measures</b>	<b>Assessment</b>
CTE Computer Tech	5)District/regional/BOCES-developed	TST BOCES District Developed CTE Grade Specific Computer Technology Assessment
CTE Construction Trades	4) State-approved 3 <sup>rd</sup> party	NOCTI Carpentry
CTE Cosmetology	4) State-approved 3 <sup>rd</sup> party	NOCTI Cosmetology
CTE Criminal Justice	4) State-approved 3 <sup>rd</sup> party	NOCTI Criminal Justice
CTE Culinary Arts	4) State-approved 3 <sup>rd</sup> party	NOCTI Commercial Foods
CTE Digital Media	4) State-approved 3 <sup>rd</sup> party	NOCTI Visual Communications and Media Design
CTE Early Childhood	4) State-approved 3 <sup>rd</sup> party	NOCTI Early Childhood Education and Care
CTE Food Service	4) State-approved 3 <sup>rd</sup> party	STAR Reading Enterprise
CTE Health Science	5)District/regional/BOCES-developed	TST BOCES District Developed Health Science Assessment
CTE Heavy Equipment	4) State-approved 3 <sup>rd</sup> party	NOCTI Diesel Technology
CTE Life Science	5)District/regional/BOCES-developed	TST BOCES District Developed Grade Specific Life Science Assessment

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
CTE Outdoor Equipment	5)District/regional/BOCES-developed	TST BOCES District Developed Outdoor Equipment Assessment
CTE Physical Education	5)District/regional/BOCES-developed	TST BOCES Regionally Developed Grade Specific PE Assessment
CTE Science	5)District/regional/BOCES-developed	TST BOCES District Developed Grade Specific Science Assessment
CTE Welding	4) State-approved 3 <sup>rd</sup> party	NOCTI Welding
EXC Art, General	5)District/regional/BOCES-developed	TST BOCES District Developed Grade Specific Art
CTE Career Exploration	5)District/regional/BOCES-developed	TST BOCES District Developed Career ExplorationAssessment
EXC Branches Math	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC Bridges ELA	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC Bridges Math	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC Chorus	5)District/regional/BOCES-developed	TST BOCES District Developed Grade Specific Music
EXC Economics	4) State-approved 3 <sup>rd</sup> party	STAR Reading Enterprise
EXC Health	4) State-approved 3 <sup>rd</sup> party	STAR Reading Enterprise
EXC Music General	5)District/regional/BOCES-developed	TST District Developed Grade Specific Music Assessment

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
EXC PM Branches ELA	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC SB GED	4) State-approved 3 <sup>rd</sup> party	STAR Reading Enterprise
EXC Steps ELA	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC Steps Math	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC TP GED	4) State-approved 3 <sup>rd</sup> party	STAR Reading Enterprise
EXC TP Reading or Writing CS	4) State-approved 3 <sup>rd</sup> party	STAR Reading Enterprise
EXC TP Reading or Writing CSP	4) State-approved 3 <sup>rd</sup> party	STAR Reading Enterprise
EXC TP HT Government/ Econ.	4) State-approved 3 <sup>rd</sup> party	STAR Reading Enterprise
EXC Bridges Social Studies	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC Bridges Science	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC Branches ELA	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA

EXC Branches Social Studies	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC Branches Science	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC Steps Science	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC Steps Social Studies	5)District/regional/BOCES-developed	TST BOCES created Multi-task Performance Assessment aligned with NYSAA
EXC PE	5)District/regional/BOCES-developed	TST BOCES Regionally Developed Grade Specific Physical Education Assessment

## TST BOCES Principal Evaluation 7.3 Attachment

### Banded Targets for Smith Graded Principal: Based on NYS ELA and Math Assessment Scores

Baseline Level #	Summative Level (Current Year)			
	Level 1	Level 2	Level 3	Level 4
Level 1	No	Yes	Yes	Yes
Level 2	No	No	Yes	Yes
Level 3	No	No	Yes	Yes
Level 4	No	No	Yes	Yes

# Baseline Levels are set using prior year NYS Assessment scores if available. If not available, Baseline Targets are set using multiple sources of data, which may include STAR Reading and/or Math Assessment, other standardized assessments, and diagnostic assessments such as Woodcock Johnson. All teachers of the same course collaborate to develop a Baseline Rubric, which determines how the multiple sources of data are translated into levels. Each student is then assigned to a level, which becomes her/his baseline level.

\*\*\*\*\*

### Banded Targets for Community School Principal: Based on NYS Regents Assessment Scores

Baseline Level *	Summative Level (Current Year)			
	Level 1 (0%-44%)	Level 2 (45% - 64%)	Level 3 (65% - 79%)	Level 4 (80% -100%)
Level 1	No	Yes	Yes	Yes
Level 2	No	No	Yes	Yes
Level 3	No	No	Yes	Yes
Level 4	No	No	Yes	Yes

\*Baseline levels are based on multiple sources of student data which may include, as available and appropriate, prior NYS Regents scores, NYS grade 8 ELA and/or Mathematics assessment scores, STAR Reading assessment scores, TABE scores, and district developed pre-assessments. All teachers of the same course collaborate to develop a Baseline Rubric, which determines how the multiple sources of data are translated into levels. Each student is then assigned to a level, which becomes her/his baseline level.

Levels for Regents scores were chosen partially based on NYS designation of aspirational measures (the highest being 80% - therefore the start of Level 4) and on Safety Net provisions, which allow compensation for scores between 45 and 65 with scores above 65.

# TIP Plan

A Teacher Improvement Plan and TIP designation may be initiated for several potential causes:

- The bargaining unit member is designated in need of improvement during a classroom observation for specific deficits according to the NYS teaching standards.
- The bargaining unit member's total score on his/her summative APPR designates an ineffective or developing level according to the scale in this document.
- A bargaining unit member who feels they are struggling may seek out support from administration by requesting a TIP be developed. The administrator and bargaining unit member will determine if this is feasible and necessary.

According to the Commissioner's Regulations, every teacher receiving a rating of "developing" or "ineffective" must receive a Teacher Improvement Plan ("TIP") as soon as practicable, but in no case later than ten (10) school days after they are to report to school.

The issuance of a TIP is not a disciplinary action. As in all of the phases of the Annual Professional Performance Review Plan, it is hoped that this phase will result in satisfactorily improved teaching. However, a teacher with two consecutive ineffective annual ratings may be subject to discipline.

## **The purpose of a TIP is to:**

- provide assistance to bargaining unit members who are rated as "ineffective" or "developing" in the overall rating
- improve a unit member's performance;
- provide additional support; which may include professional development and an opportunity to observe other classes;
- encourage discussion and collaboration in the area (s) of significant concern
- provide information to determine tenure

## **A TIP must include:**

- ✓ identification of primary performance areas in need of improvement,
- ✓ evidence of need for improvement in these areas
- ✓ measurable expectations that will demonstrate improvement
- ✓ the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, the assignment of a mentor teacher where appropriate and feasible.
- ✓ a timeline for achieving improvement and providing periodic reviews of progress, (This schedule should outline the periodic feedback and opportunities to review the plan as it moves forward. Ensure that there are sensible and practical timelines. Bargaining unit members are not required to complete TIP activities

- during school breaks or summer vacations. TIP can carry over between semesters and school years.)
- ✓ the evidence of improvement

It is expected that a TIP is part of the annual scope of evaluation. If concerns are plainly evident during the year, the administrator and bargaining unit member will discuss the issues that may necessitate a TIP and that some details that must be included in the TIP may be rolled into the APPR evaluation document.

If a TIP is demanded by the final composite score of the APPR, the administrator will seek input from the bargaining unit member in developing the plan to the degree possible. Although a TIP is not intended to be punitive, the bargaining unit member may request that an Association Representative accompany him or her to meetings with the administrator regarding the TIP and any subsequent disciplinary action.

Such input will help guide the generation of the final TIP using the **TST BOCES Teacher Improvement Plan** form (page # in workbook)

The final TIP will be initialed by both the administrator and bargaining unit member. A copy will be provided to the bargaining unit member.

Once the plan has been completed by the bargaining unit member, and/or the timeline specified for completion in the TIP has passed, the administrator will determine, in a discussion with the bargaining unit member, followed by written documentation, that:

- The problem has been resolved and the bargaining unit member's no longer needs a TIP.
- The problem has not been resolved and the TIP designation will remain with the same or revised elements;
- The problem has not been resolved and the bargaining unit member may be subject to disciplinary action.

Under Education Law §3012-c, the Board of Cooperative Educational Services' issuance and/or implementation of the terms of the teacher improvement plan can be appealed. (*See Appeals Process section*)

No disciplinary action predicated upon ineffective performance being addressed by a TIP shall be taken by the District against a bargaining unit member until that TIP has been fully implemented (according to its documented timeline) and its effectiveness in improving the teacher's performance has been evaluated by the authoring administrator.

**TST BOCES Teacher Improvement Plan**

Member Name/Title : \_\_\_\_\_ / \_\_\_\_\_

Building/Program: \_\_\_\_\_ Authoring Administrator: \_\_\_\_\_

Standard/Area Needing Improvement	Evidence of Need	Measurable Expectations	Resources/Support Provided	Timeline	Evidence of Improvement
<p><b>Example:</b></p> <p>Component 2c: Managing classroom procedures and 2d. Managing student behavior</p>	<p>See evidentiary notes on Danielson rubric sections: 2a, 2b, 2c, 2d, &amp; 2e</p>	<p>Your students will be more regularly and completely engaged in learning as observed in observation in 2013-14 school year</p>	<p>Mentor →</p> <p>Workshop re: classroom management →</p> <p>Observations in Smith, Jones and Miller classrooms →</p>	<p>Sept. 2012-May 2013</p> <p>Fall 2013 (Oct. 21<sup>st</sup> is an example of an appropriate workshop that you found)</p> <p>By end of Sept., Nov. and Dec. respectively</p>	<p>Improvements on 2013-14 APPR observation document (specifically sections 2a -2e) including at least 2 formal observations.</p>

**Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of evaluator/administrator

\_\_\_\_\_  
date

\_\_\_\_\_  
Signature of bargaining unit member

\_\_\_\_\_  
date

- At completion of this TIP plan...
- The problem has been resolved and TIP is no longer necessary.
  - TIP designation will remain with revised goals
  - Additional disciplinary action is needed.

Administrative  
Initial

# **TST BOCES PIP PLAN**

(Created 07-10-2012)

A Principal Improvement Plan and PIP designation may be initiated for several potential causes:

- The principal is designated in need of improvement during a visit by a supervisor for specific deficits according to the ISLLC standards.
- The principal's total score on his/her summative APPR designates an ineffective or developing level according to the scale in this document.
- A principal who feels they are struggling may seek out support from administration by requesting a PIP be developed. The supervisor and principal will determine if this is feasible and necessary.

According to the Commissioner's Regulations, every principal receiving a rating of "developing" or "ineffective" must receive a Principal Improvement Plan ("PIP") as soon as practicable, but in no case later than ten (10) school days after they begin a new school year with staff.

The issuance of a PIP is not a disciplinary action. As in all of the phases of the Annual Professional Performance Review Plan, it is hoped that this phase will result in satisfactorily improved leadership. However, a principal with two consecutive ineffective annual ratings may be subject to discipline.

## **The purpose of a PIP is to:**

- provide assistance to principals who are rated as "ineffective" or "developing" in the overall rating;
- improve a principal's performance;
- provide additional support which may include professional development and an opportunity to observe other administrators;
- encourage discussion and collaboration in the area(s) of significant concern;
- provide information to determine tenure.

## **A PIP must include:**

- ✓ identification of primary performance areas in need of improvement;
- ✓ evidence of need for improvement in these areas;
- ✓ measurable expectations that will demonstrate improvement;
- ✓ the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the principal including, the assignment of a mentor administrator where appropriate and feasible.

- ✓ a timeline for achieving improvement and providing periodic reviews of progress. (This schedule should outline the periodic feedback and opportunities to review the plan as it moves forward.) Ensure that there are sensible and practical timelines.
- ✓ The evidence of improvement.

It is expected that a PIP is part of the annual scope of evaluation. If concerns are plainly evident during the year, the supervisor and principal will discuss the issues that may necessitate a PIP and that some details that must be included in the PIP may be rolled into the APPR evaluation document.

If a PIP is demanded by the final composite score of the APPR, the supervisor will seek input from the principal in developing the plan to the degree possible. Although a PIP is not intended to be punitive, the principal may request that a colleague accompany him or her to meetings with the supervisor regarding the PIP and any subsequent disciplinary action.

Once the plan has been completed by the principal, or the timeline specified for completion in the PIP has passed, the supervisor will determine, in a discussion with the principal, followed by written documentation, that:

- The problem has been resolved and the principal no longer needs a PIP.
- The problem has not been resolved and the PIP designation will remain with the same or revised elements.
- The problem has not been resolved and the principal may be subject to disciplinary action.

Under Education Law §3012-c; the Board of Cooperative Educational Services' issuance and/or implementation of the terms of the principal improvement plan can be appealed. (See Appeals Process section)

No disciplinary action predicated upon ineffective performance being addressed by a PIP shall be taken by the District against a principal until that PIP has been fully implemented (according to its documented timeline) and its effectiveness in improving the principal performance has been evaluated by the authoring supervisor.

Probationary principals may be summarily dismissed for constitutionally and statutorily related reasons other than performance related to the APPR. No tenure by estoppel will occur while an improvement plan is in place. Instead, a Juul agreement will be implemented until the PIP timeline runs its course and a determination has been made by the supervisor as to its level of success.

# TST BOCES Principal Improvement Plan Form

Member Name/Title

\_\_\_\_\_ / \_\_\_\_\_

Building/Program: \_\_\_\_\_ Authoring

Administrator: \_\_\_\_\_

Standard/Area Needing Improvement	Evidence of Need	Measurable Expectations	Resources/Support Provided	Timeline	Evidence of Improvement

**Comments:**

At completion of this PIP plan...

- The problem has been resolved and PIP is no longer necessary.
- PIP designation will remain with revised goals
- Additional disciplinary action is needed.

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Signature of evaluator/administrator

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date

---

Signature of principal being evaluated

---

date

Administrative  
Initial

*Your signature indicates that you are an active participant in this process  
and that you understand that this PIP will be sent to your personnel file.*

**DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form**

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature:    Date:

*John P. Falter*                      6/28/13

Teachers Union President Signature:    Date:

*Stuart K. Howell*                      6/28/13

Administrative Union President Signature:    Date:

No Administrative Union

Board of Education President Signature:    Date:

*Linda Padgett*                      6/28/13