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

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

September 25, 2012

Dr. Richard M. Hooley, Superintendent
Valley Central School District
944 State Route 17K
Montgomery, NY 12549

Dear Superintendent Hooley:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: John C. Pennoyer

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 Friday, May 18, 2012
Updated Tuesday, September 11, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

441301060000

1.2) School District Name:

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

VALLEY CSD (MONTGOMERY)

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, May 18, 2012
Updated Wednesday, September 19, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for ELA) - Kindergarten
1	State-approved 3rd party assessment	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for ELA) - Grade 1
2	State-approved 3rd party assessment	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for ELA) -Grade 2

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual growth targets will be set using baseline data. The teachers score will be determined by the percentage of their students who meet or exceed their individual growth scores.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points=85-88% of students achieving target 16 points=81-84% of students achieving target 15 points=78-80% of students achieving target 14 points=74-77% of students achieving target 13 points=70-73% of students achieving target 12 points=65-69% of students achieving target 11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for Math) - Kindergarten
1	State-approved 3rd party assessment	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for Math) - Grade 1
2	State-approved 3rd party assessment	Measures of Academic Progress (MAP) for Primary Grades (Early Assessments for Math) - Grade 2

	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.	Individual growth targets will be set using baseline data. The teachers score will be determined by the percentage of their students who meet or exceed their individual growth scores.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	District Developed Assessment in Grade 6 Science
7	District, regional or BOCES-developed assessment	District Developed Assessment in Grade 7 Science

	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.	Individual growth targets will be set using baseline data. The teachers score will be determined by the percentage of their students who meet or exceed their individual growth scores.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target
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	11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	District Developed Assessment in Grade 6 Social Studies
7	District, regional or BOCES-developed assessment	District Developed Assessment in Grade 7 Social Studies
8	District, regional or BOCES-developed assessment	District Developed Assessment in Grade 8 Social Studies

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.	Individual growth targets will be set using baseline data. The teachers score will be determined by the percentage of their students who meet or exceed their individual growth scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	Regents Assessment	Global I Regents Exam

	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.	Individual growth targets will be set using baseline data. The teachers score will be determined by the percentage of their students who meet or exceed their individual growth scores.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

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.	Individual growth targets will be set using baseline data. The teachers score will be determined by the percentage of their students who meet or exceed their individual growth scores.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual growth targets will be set using baseline data. The teachers score will be determined by the percentage of their students who meet or exceed their individual growth scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	Measures of Academic Progress (MAP) ELA - Grade 9
Grade 10 ELA	State approved 3rd party assessment	Measures of Academic Progress (MAP) ELA - Grade 10
Grade 11 ELA	Regents assessment	Grade 11 ELA Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Individual growth targets will be set using baseline data. The teachers score will be determined by the percentage of their students who meet or exceed their individual growth scores.

2.11, below.	
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points=96-100% of students achieving target 19 points=93-95% of students achieving target 18 points=89-92% of students achieving target
Effective (9 - 17 points) Results meet District goals for similar students.	17 points=85-88% of students achieving target 16 points=81-84% of students achieving target 15 points=78-80% of students achieving target 14 points=74-77% of students achieving target 13 points=70-73% of students achieving target 12 points=65-69% of students achieving target 11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

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
	All courses in Grades K-5 not named above	State Assessment	Grades 3-5 ELA and Math State Assessments
	All courses in grades 9-12 not named above	District, Regional or BOCES-developed	District developed grade and subject specific assessments (9-12)
	All courses in grades 6-8 not named above	State Assessment	Grades 6-8 -ELA and Math State Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual growth targets will be set using baseline data. The teachers score will be determined by the percentage of their students who meet or exceed their individual growth scores.

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Effective (9 - 17 points) Results meet District goals for similar students.	17 points=85-88% of students achieving target 16 points=81-84% of students achieving target 15 points=78-80% of students achieving target 14 points=74-77% of students achieving target 13 points=70-73% of students achieving target 12 points=65-69% of students achieving target 11 points=59-64% of students achieving target 10 points=54-58% of students achieving target 9 points=48-53% of students achieving target
Developing (3 - 8 points) Results are below District goals for similar students.	8 points=43-47% of students achieving target 7 points=38-42% of students achieving target 6 points=32-37% of students achieving target 5 points=27-31% of students achieving target 4 points=22-26% of students achieving target 3 points=17-21% of students achieving target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points=12-16% of students achieving target 1 point=5-11% of students achieving target 0 points=0-4% of students achieving target

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

(No response)

2.11) HEDI Tables or Graphics

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

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2.12) Locally Developed Controls

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

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

The guidelines for targets will be developed at department, grade and data team levels. Each will establish three bands to account for student abilities (including students with disabilities, English language learners, poverty, etc.)

Additionally, each locally developed assessment will include a capstone writing assessment scored on the Valley Central District Writing Rubric.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Updated Wednesday, September 12, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	District Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	District Developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	District Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	District Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	District Developed Grade 8 ELA Assessment

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.	The teacher's score will be determined by the percentage of all students who pass the common grade/course final. (See chart in section 3.13)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 points=94-100% passing the final assessment 14 points=88-93% passing the final assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points=83-87% passing the final assessment 12 points=75-82% passing the final assessment 11 points=69-74% passing the final assessment 10 points=63-68% passing the final assessment 9 points=57-62% passing the final assessment 8 points=50-56% passing the final assessment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points=44-49% passing the final assessment 6 points=38-43% passing the final assessment 5 points=31-37% passing the final assessment 4 points=25-30% passing the final assessment 3 points=19-24% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=13-18% passing the final assessment 1 point=6-12% passing the final assessment 0 points=0-5% passing the final assessment

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	District Developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	District Developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	District Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	District Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	District Developed Grade 8 Math Assessment

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.	The teacher's score will be determined by the percentage of all students who pass the common grade/course final. (See chart in section 3.13)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 points=94-100% passing the final assessment 14 points=88-93% passing the final assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points=83-87% passing the final assessment 12 points=75-82% passing the final assessment 11 points=69-74% passing the final assessment 10 points=63-68% passing the final assessment 9 points=57-62% passing the final assessment 8 points=50-56% passing the final assessment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points=44-49% passing the final assessment 6 points=38-43% passing the final assessment 5 points=31-37% passing the final assessment 4 points=25-30% passing the final assessment 3 points=19-24% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=13-18% passing the final assessment 1 point=6-12% passing the final assessment 0 points=0-5% passing the final assessment

3.3) HEDI Tables or Graphics

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

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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	5) District, regional, or BOCES–developed assessments	District Developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	District Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	District Developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	District Developed Grade 3 ELA Assessment

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.	The teacher's score will be determined by the percentage of all students who pass the common grade/course final. (See chart in section 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=54-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	District Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	District Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	District Developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	District Developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who pass the common grade/course final. (See chart in section 3.13)

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=54-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	District Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	District Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	District Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who pass the common grade/course final. (See chart in section 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=54-58% passing the final assessment 9 points=48-53% passing the final assessment

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who pass the common grade/course final. (See chart in section 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=52-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment

	4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	District Developed Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	District Developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	District Developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who pass the common grade/course final. (See chart in section 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=52-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment

	4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	District Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	District Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	District Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	District Developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who pass the common grade/course final. (See chart in section 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=52-58% passing the final assessment 9 points=48-53% passing the final assessment
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment

grade/subject.	6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	District Developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	District Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	District Developed Algebra 2 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who pass the common grade/course final. (See chart in section 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=52-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	District Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	District Developed Grade 11 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who pass the common grade/course final. (See chart in section 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=52-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All K-5 courses not mentioned above	5) District/regional/BOCES–developed	District developed grade and subject specific assessments
	All 6-8 courses not mentioned above	5) District/regional/BOCES–developed	District developed grade and subject specific assessments
	All 9-12 courses not mentioned above	5) District/regional/BOCES–developed	District developed grade and subject specific assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher's score will be determined by the percentage of all students who pass the common grade/course final. (See chart in section 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20 points=96-100% passing the final assessment 19 points=93-95% passing the final assessment 18 points=89-92% passing the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points=85-88% passing the final assessment 16 points=81-84% passing the final assessment 15 points=78-80% passing the final assessment 14 points=74-77% passing the final assessment 13 points=70-73% passing the final assessment 12 points=65-69% passing the final assessment 11 points=59-64% passing the final assessment 10 points=52-58% passing the final assessment 9 points=48-53% passing the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points=43-47% passing the final assessment 7 points=38-42% passing the final assessment 6 points=32-37% passing the final assessment 5 points=27-31% passing the final assessment 4 points=22-26% passing the final assessment 3 points=17-21% passing the final assessment

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=12-16% passing the final assessment 1 point=5-11% passing the final assessment 0 points=0-4 % passing the final assessment

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/139038-y92vNseFa4/313.33new.docx

3.14) Locally Developed Controls

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

not applicable

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

The student scores will be assessed individually on local measures. The percentage of total students passing the final exams in all the teachers' courses will determine the local 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)

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	37
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	23

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.

As the administrator completes observations and collects evidences, each indicator will be given a 4(HE),3(E),2(D) or 1(I). Each score is calculated by a negotiated weighting system resulting in a rubric raw score. The raw score will then be converted into a points and then converted into the four categories of Highly Effective, Effective, Developing or ineffective.

See attachment below.

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

assets/survey-uploads/5091/139094-eka9yMJ855/4.5.PDF

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The highly effective level is reserved for truly outstanding teachers as described by very demanding criteria.
Effective: Overall performance and results meet NYS Teaching Standards.	The effective level describes solid, expected, professional performance. Most teachers will fall into this category.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Indicates that performance has real deficiencies and must improve. However, it is expected that novice teachers will fall into this category.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Does not meet standards, is clearly unacceptable, and requires intervention. This could lead to dismissal.

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	3
4.6) Observations of Probationary Teachers | Informal/Short	0
4.6) Observations of Probationary Teachers | Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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Updated Tuesday, September 11, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/139102-Df0w3Xx5v6/6.2.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals

A. Probationary Teachers:
Probationary teachers may submit a written rebuttal that will be attached to their evaluation in the teacher's personnel file.
Probationary teachers may not appeal their evaluation.

B. Tenured Teachers:

Stage 1
The teacher will appeal to the evaluator in writing with detailed specific areas of disagreement within 15 calendar days of receipt of the summative evaluation with appropriate documentation. The evaluator will provide a written response to the teacher's appeal within 15 calendar days.

Stage 2
If the appeal is denied by the evaluator, the teacher may appeal to the Superintendent within 15 days of the denial. The request will be made in writing with detailed specific areas of disagreement provided. The Superintendent or a designee will respond within 15 days of the request by the teacher. The decision of the Superintendent shall be final and binding. In the event the District seeks 3020a proceedings against the member, the member's evaluations maybe reviewed de novo.

A teacher may not file multiple appeals on one performance review.

All grounds for appeal must be raised in the same appeal or is deemed waived.

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the teacher seeks relief.

Only teachers who are ineffective or developing may appeal their evaluation.

The District and the Association agree that the composite score of any teacher in the 2012-13 school year only will not be used in an expedited 3020a hearing since so much of this process requires experience to effectively implement.

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.

Part II: Training of Evaluators

Lead Evaluators have had various training this year including the following:

September 2, 2011-Training on the regulation 3012c, Core Curriculum, Evidenced Based Observation, Cognitive Engagement, 21st Century Skills, Constructivist Theory

March 28, 2012 and May 31, 2012 Student Learning Objectives

April 30, 2012 Stakeholder Training-NYSUT Teacher Practice Rubric

July 9-July 13 NYSUT Teacher Practice Rubric

A. The District will ensure that all Evaluators/Lead Evaluators are trained by a NYSUT approved trainer with respect to the TED system. All lead evaluators will be trained during the week of July 9-13. In the event that another lead evaluator is required and a NYSUT approved training is not available, local turnkey training will be provided until NYSUT approved training is available. In this situation, the VCTA Association President will be notified.

Further training will be provided by the Leadership and Learning Center on inter-rater reliability. The training will be scheduled during the 2012-13 school year.

B. The District agrees that members of the administration will not release teacher scores to the public, unless contrary to law or SED mandate. In addition, the administrators' scores on the TED training will not be released. However, in the event of a 3020a, training results will be released if available.

C. The Superintendent or Board of Education will certify all Evaluators and Lead Evaluators. All Evaluators and Lead Evaluators will be certified and re-certified annually.

D. All unit members will be trained on the TED system (stakeholder training), including NYSUT's Teacher Practice Rubric. It is the District's responsibility to provide this training.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
not applicable		not applicable
not applicable		not applicable
not applicable		not applicable
not applicable		not applicable
not applicable		not applicable

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.	% of students achieving the selected target (See table uploaded)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	not applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

associated with the controls or adjustments.

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

not applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	District developed grade and subject specific assessments
	6-8	(d) measures used by district for teacher evaluation	District developed grade and subject specific assessments
	9-12	(d) measures used by district for teacher evaluation	District developed grade and subject specific 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.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The 15 points for locally selected measures of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and superintendent. The principal score will be based on the overall percentage of all general education and non ELL students passing their final exam.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 points=94-100% achieving the target 14 points=88-93% achieving the target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points=83-87% achieving the target 12 points=75-82% achieving the target 11 points=69-74% achieving the target 10 points=63-68% achieving the target 9 points=57-62% achieving the target 8 points=50-56% achieving the target

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points=44-49% achieving the target 6 points=38-43% achieving the target 5 points=31-37% achieving the target 4 points=25-30% achieving the target 3 points=19-24% achieving the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points=13-18% achieving the target 1 point=6-12% achieving the target 0 points=0-5% achieving the target

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

(No response)

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

assets/survey-uploads/5366/139122-qBFVOWF7fC/8.1new.docx

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
	not applicable		not applicable
	not applicable		not applicable

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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.

Not applicable

8.4) Principals with More Than One Locally Selected Measure

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

Student scores will be assessed individually on local measures. The principal score will be based on the overall percentage of all general education and non ELL students passing their final exam.

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)

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation 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.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The evaluator will evaluate each administrator in the 6 Individual Rubric Areas. A holistic score (4- Highly Effective, 3=Effective, 2=Developing, 1=Ineffective) for each area will be assigned. The points will be added and placed on the Rubric Scoring Chart. The Rubric Score will be converted into a Heidi score and category. (see Upload 9.7)

The rubric is organized around domains covering aspects of the principals's job performance. The areas are:
A. Diagnosis and Planning
B. Priority Management and Communication
C. Curriculum and Data
D. Supervision, Evaluation and Professional Development
E. Discipline and Parent Involvement
F. Management and External Relations

The superintendent's assessment shall be based on at least three visits of thirty minutes or more to the school, while in session. Two will be as agreed to between the superintendent and principal, one will be unannounced. Visits are to be completed no later than April 30. The additional sources of information for the superintendent's consideration in utilizing the rubric and instrument shall be:

• Self Analysis on the rubric will be provided by the principal to the Superintendent by May 15.
• School documents related to the rubric (See Attachment III)
• The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management.

The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (and/or School Improvement Plans) no later than December 1, including identification of actions to be taken to address components and district resources to be made available to the principal and building.

No later than May 15, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.

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

assets/survey-uploads/5143/139125-pMADJ4gk6R/principals assignment of points.PDF

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

assigned.

Highly Effective: Overall performance and results exceed standards.	The highly effective level is for the truly outstanding leadership as described by the very demanding criteria.
Effective: Overall performance and results meet standards.	The effective level describes solid, expected professional performance.
Developing: Overall performance and results need improvement in order to meet standards.	Developing indicates that performance has real deficiencies and must improve. A novice administrator may begin here.
Ineffective: Overall performance and results do not meet standards.	Ineffective is clearly unacceptable and will lead to dismissal if it is not improved immediately.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60
Effective	59
Developing	58
Ineffective	0-57

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	60
Effective	59
Developing	58
Ineffective	0-57

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 Friday, May 18, 2012
Updated Wednesday, September 12, 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/5276/131133-Df0w3Xx5v6/11.2.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:

An appeal of a principal's evaluation shall be only for ineffective and developing ratings or any rating tied to compensation. The reasons for appeal shall be those identified in 3012□c. The attached appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite score and rating.

Principal APPR Appeal Process

Challenges in an appeal:

Appeals are limited to those identified by Education Law 3012-c, as follows:

• The substance of the annual professional performance review;

• The school district's adherence to the standards and methodologies required for such reviews;

• The adherence to the Commissioner's regulations, as applicable to such reviews;

• Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

• The school district's issuance and/or implementation of the terms of the principal improvement plan.

Ratings That May Be Appealed:
Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

Prohibition Against More Than One Appeal:
A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

Burden of Proof:
The burden of proof will be shared.

Time Frame for Filing Appeal:
All appeals shall be filed in writing. The act of mailing (certified) or hand delivery shall constitute filing.

An appeal of performance review must be filed no later that fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request. However every effort will be made to file the appeal in a timely and expeditious manner in compliance with Education Law 3012-c.

When filing an appeal, the principal must submit a written description of the specific areas of the disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Time Frame for District Response:
Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point (s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

Decision Process for Appeal:
Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:
• A hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected (unless there is a mutually agreed upon extension.) Every effort will be made to conduct the appeal in a timely and expeditious manner in compliance with the Education Law 3012-c.

• The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
• The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
• The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
• The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
• The district shall have an opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

Decision:
A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be final.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

Exclusivity of Section 3012-C Appeal Procedure:
This appeal procedures shall constitute the means for initiating, reviewing and resolving challenges to principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

Other
1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name unless a conflict of interest in writing, whereas the next person on the list will be chosen.
3. The cost shall be the responsibility of the district.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive his/her right to file an appeal.

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.

Valley Central Lead Evaluators will be Principals, Assistant Principals, Directors of Data, Testing and Federal Programs, Director and Assistant Director for Special Education, Assistant Superintendents, Deputy Superintendent and Superintendent.

Lead Evaluators attended a training on Cognitive Engagement, 21st Century Skills, Constructivist Learning, Overview of the 3012c regulation, Evidenced based observation and Core Curriculum on September 2, 2011. They also attended a NYSUT Teacher Practice Rubric Stakeholder training on Monday, April 30, 2012 and two Student Learning Objective Trainings on March 28 and May 31st. NYSUT will train our Administrators on Evidenced Based Observation during the week of July 9-July 13. Connie Camm from the Leadership and Learning Center will train our administrators during the year on inter-rater reliability.

Lead Evaluators and/or evaluators will be certified upon completion of the training provided by the district. They will be re-certified by the Board of Education each year at the re-organizational meeting each July.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, May 18, 2012
Updated Thursday, September 20, 2012

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/131132-3Uqgn5g9Iu/signature3.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.

Highly Effective	**20** **19** **18**	**96-100%** **93-95%** **89-92%**
Effective	17 16 15 14 13 12 11 10 9	85-88% 81-84% 78-80% 74-77% 70-73% 65-69% 59-64% 54 -58% 48-53%
Developing	8 7 6 5 4 3	43-47% 38-42% 32-37% 27-31% 22-26% 17-21%
Ineffective	2 1 0	12-16% 5-11% 0-4%

1. Should the value added model be required the point allocations in the following chart will be utilized:

HEDI Bands (0-15 Points)	**Point Allocation**	**% of students achieving the target**
Highly Effective	15 14	94-100% 88-93%
Effective	13 12 11 10 9 8	83-87% 75-82% 69-74% 63-68% 57-62% 50-56%
Developing	7 6 5 4 3	44-49% 38-43% 31-37% 25-30% 19-24%
Ineffective	2 1 0	13-18% 6-12% 0-5%

Part V: Local Assessments and Student Learning Objectives

A. Local Measures: (20%)

1. The local measures portion of the APPR score will be derived from a targeted achievement rate of the students who are enrolled from BEDS day through June 15. All elementary and secondary level exams to be used in local measures will be district wide final exams developed at the local level that are common by subject and course.

2. For the purpose of HEDI criteria, the District and Association will adopt a local conversion rubric which assigns a passing rate of 70% to 13 of 20 points and mathematically distributes percentage scores to the remaining points proportionately.

3. For the local measures portion of the score, the teacher's raw score will be determined from the mean average of all students taught. The teacher's achievement score will be determined by the percentage of all students who pass the final of the courses taught by the teacher. The distributions of achievement percentage for those passing the exam are as follows:

Highly Effective	20 19 18	96-100% 93-95% 89-92%
Effective	17 16 15 14 13 12 11 10 9	85-88% 81-84% 78-80% 74-77% 70-73% 65-69% 59-64% 54 -58% 48-53%
Developing	8 7 6 5 4 3	43-47% 38-42% 32-37% 27-31% 22-26% 17-21%
Ineffective	2 1 0	12-16% 5-11% 0-4%

4. Should the value added model be required the point allocations in the following chart will be utilized:

HEDI Bands (0-15 Points)	**Point Allocation**	**% of students achieving the target**
Highly Effective	15 14	94-100% 88-93%
Effective	13 12 11 10 9 8	83-87% 75-82% 69-74% 63-68% 57-62% 50-56%
Developing	7 6 5 4 3	44-49% 38-43% 31-37% 25-30% 19-24%
Ineffective	2 1 0	13-18% 6-12% 0-5%

Part V: Local Assessments and Student Learning Objectives

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Effective	17 16 15 14 13 12 11 10 9	85-88% 81-84% 78-80% 74-77% 70-73% 65-69% 59-64% 54 -58% 48-53%
Developing	8 7 6 5 4 3	43-47% 38-42% 32-37% 27-31% 22-26% 17-21%
Ineffective	2 1 0	12-16% 5-11% 0-4%

4. Should the value added model be required the point allocations in the following chart will be utilized:

HEDI Bands (0-15 Points)	**Point Allocation**	**% of students achieving the target**
Highly Effective	15 14	94-100% 88-93%
Effective	13 12 11 10 9 8	83-87% 75-82% 69-74% 63-68% 57-62% 50-56%
Developing	7 6 5 4 3	44-49% 38-43% 31-37% 25-30% 19-24%
Ineffective	2 1 0	13-18% 6-12% 0-5%

Teachers (60%) Raw Score Conversion to Points

Raw Score	Conversion to point Score
1	0
1.1	12
1.2	25
1.3	37
1.4	49
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
2.5	57
2.6	57.2

Raw Score	Conversion to point Score
2.7	57.4
2.8	57.6
2.9	57.8
3	**58**
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

Negotiated HED Bands

(Points earned are converted into HEDI Bands)

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

	A	B	C	D	E	F	G	H
1		Conversion Flow Chart						
2			Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
3			Determine Relative Value of Each Domain (hypo--to be negotiated)	Determine Relative Value of Each SubDomain as part of the Domain (hypo--to be negotiated)	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I) HYPO	Weigh Subdomain Scores	Total Domain Score	Weigh Total Domain Score and Compute Score
4	**Standard 1: Knowledge of Students and Student Learning**		10%					
5		1.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.		25%		0		
6		I.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.		5%		0		
7		I.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of		20%		0		
8		I.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.		15%		0		
9		I.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.		20%		0		
10		I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning		15%		0		
11			Total	100%		0	0	0

	A	B	C	D	E	F	G	H
12	**Standard II: Knowledge of Content and Instructional Planning**		19%					
13		II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry,		15%		0		
14		II.2: Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.structures and current developments within their discipline(s).		10%		0		
15		II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.		10%		0		
16		II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple		20%		0		
17		II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.		25%		0		
18		II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals		20%		0		
19			Total	100%		0	0	0

	A	B	C	D	E	F	G	H
20	**Standard III: Instructional Practice**		30%					
21		III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning		10%		0		
22		III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.		20%		0		
23		III.3: Teachers set high expectations and create challenging learning experiences for students.		15%		0		
24		III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement		25%		0		
25		III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology		10%		0		
26		III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.		20%		0		
27			Total	100%		0	0	0

	A	B	C	D	E	F	G	H
28	**Standard IV: Learning Environment**		21%					
29		IV:1 Teachers create a mutually respectful, safe and supportive learning environment that is inclusive of every student		20%		0		
30		IV:2 Teachers create an intellectually challenging and stimulating learning environment		30%		0		
31		IV:3 Teachers manage the learning environment for the effective operation of the classroom		30%		0		
32		IV: Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment		20%		0		
33			Total	100%		0	0	0

	A	B	C	D	E	F	G	H
34	**Standard V: Assessment for Student Learning**		10%					
35		V:1 Teachers design, select, and use a range of assesment tools and processes to measure and document student learning and growth		25%		0		
36		V:2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction		15%		0		
37		V:3 Teachers communicate information about various components of the assessment system		10%		0		
38		V:4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan accordingly		20%		0		
39		V:5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated		30%		0		
40			Total	100%		0	0	0

	A	B	C	D	E	F	G	H
41	**Standard VI:**	**Professional Responsibilities and Collaboration**	5%					
42		VI:1 Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning		10%		0		
43		VI:2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning		15%		0		
44		VI:3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success		20%		0		
45		VI:4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations		30%		0		
46		VI:5 Teachers understand and comply with relevant laws and policies as related to students' rights' and teachers' responsibilities		25%		0		
47			Total	100%		0	0	0

	A	B	C	D	E	F	G	H
48	**Standard VII: Professional Growth**		5%					
49		VII:1 Teachers reflect on their practice to improve instructional effectiveness and guide to professional growth		30%		0		
50		VII:2 Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies		25%		0		
51		VII:3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice		30%		0		
52		VII:4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources		15%		0		
53			Total	100%		0	0	0

It is understood that this Memorandum of Agreement replaces Article 26 of the CBA, and as such, effectively becomes part of the language of the CBA as Article 26.

Part I: Rubric Selection

A. The Valley Central School District's APPR Committee collaboratively selected the TED including the **NYSUT's Teacher Practice Rubric.** We agree that this rubric will be used until a successor agreement is reached. At the end of the 2012-13 school year, the APPR Committee will meet to discuss the strengths and weaknesses of the rubric and report to the Negotiations Committee.

Part II: Training of Evaluators

A. The District will ensure that all Evaluators/Lead Evaluators are trained by a NYSUT approved trainer with respect to the TED system. In the event that no NYSUT approved training is available, local turnkey training will be provided until NYSUT approved training is available. In this situation, the VCTA Association President will be notified.

B. The District agrees that members of the administration will not release teacher scores to the public, unless contrary to law or SED mandate. In addition, the administrators' scores on the TED training will not be released. However, in the event of a 3020a, training results will be released if available.

C. The Superintendent or Board of Education will approve the list of Lead Evaluators.

D. All unit members will be trained on the TED system (stakeholder training), including NYSUT's Teacher Practice Rubric. It is the District's responsibility to provide this training.

Part III: Plan for Evaluation (Multiple Measures)

A. Tenured Teachers:

1. A minimum of two observations will be completed each school year. One will be announced and one will be unannounced. One of the two will last at least for thirty minutes.

2. For announced observations, the teacher will fill out the lesson plan template and the pre-observation form, provide it to the evaluator and schedule a pre-observation meeting. If the teacher and administrator do not feel that a meeting is necessary, the teacher may simply hand in their lesson plan template and pre-observation form three days prior to the observation. Evaluators will notify teachers at least five school days prior to the announced observation. In all cases, the submission of the lesson plan template, pre-observation form and meeting date/time must take place three days prior to the announced observation.

3. Following the observation, a post-observation meeting will take place within 15 school days of the observation unless otherwise mutually agreed upon. If either person requests it, a "face to face" post observation conference will take place. If not, the evidences will be collected and shared with the teacher though the evaluation management system (OASYS). One observation must have a "face to face" post-observation meeting (preferably after the announced observation).

4. If an unannounced observation is used to collect evidences, the administrator will send an electronic alert through the electronic evaluation system or place the post-observation form in the teacher's mailbox. The teacher will complete the lesson plan template and post-observation form within five days. If either person requests it, a "face to face" post observation conference will take place. If not, the evidences will be collected and shared with the teacher electronically within 15 school days of the observation unless otherwise mutually agreed upon.

B. Non-Tenured Teachers:

1. More than two observations will be completed each school year, at least one will be unannounced and one will last at least thirty minutes.

2. The announced observations will have a "face to face" pre-observation meeting at least three days prior to the observation.

3. Following the observations, a "face to face" post-observation meeting will take place within 15 school days of the observation.

C. Cancellation of Observation

1. An administrator's observation schedule will be given highest priority so that cancellation can be avoided. In the case that an administrator has to cancel an announced observation, every effort shall be made for the administrator to observe the teacher as soon as possible, to observe the same lesson at a different time or to observe the next possible lesson.

2. The administrator will meet with the teacher as soon as possible so that any changes to the pre-observation form/discussion can occur.

3. There are not a maximum number of observations that may be completed for any teacher. The number of observations may be determined by the District.

4. All teachers will be informed by convocation day of who will be their summative evaluator(s) for that school year.

D. Teacher of Record:

1. In general, after 20 consecutive school days of absence of the classroom teacher, the substitute teacher becomes the teacher of record retroactively to the first day of the classroom teacher's absence. In the case of CTM classrooms, the regular subject teacher and the special education teacher shall be the teacher of record for all students. They will share the HEDI scores for local and SLO assessments.

2. Unit members not required to be evaluated by the new system as specified by the new regulations will be evaluated by the APPR system previously established by the District. Those unit members who instruct less than 40% of the time will be considered as instructional support and fall under the old APPR process.

Attachment V-A
Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designated to rectify perceived or demonstrated deficiencies must be developed and commenced no latter than ten (10)days after the start of the school year. The superintendent, VCAA Officer or designee in conjunction with the principal, must develop and improvement plan that contains:

- A clean delineation of the deficiencies that resulted in the effective or developing assessment.
- Specific improvement goal/outcome statement.
- Specific improvement action steps/activities.
- A reasonable time line for achieving improvement.
- Required and accessible resources to achieve goal.
- A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least three times during the year.

  November 1 - November 15
  February 1 – February 15
  April 1 - April 15.

  A written summary of feedback on progress shall be given within ten school days.
- A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
- A formal, final written summative assessment delineating progress made with an opportunity for comment by the principal.

Attachment V-B
Principal Improvement Plan

Name of Principal: _____

School Building: _____ Year: _____

- Deficiency that promulgated the "ineffective" or "developing" performance rating:

- Improvement Goal/Outcome

- Action Steps/Activities:

- Timeline for Completion:

- Required and Accessible Resources, including identification of responsibility for provision:

- Dates of Formative Evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

  November:
  February:
  April:
  Other:

- Evidence to be provided for Goal Achievement:

- Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than ten school days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity of the principal to attach comments.

Administrators Name:_____ **Date:**_____

Evaluator Name: _____

Individual Rubric Area	**(Holistic) Average Score 1-4 (per Kim Marshall's Rubric)**
1. Diagnosis and Planning	
2. Priority Management and Communication	
3. Curriculum and Data	
4. Supervision, Evaluation and Professional Development	
5. Discipline and Parent Involvement	
6. Management and External Relations	
Total Score	

Rubric Scoring Chart	**Heidi Conversion Chart**	**Heidi Categories**
20-24 points	60 points	Highly Effective
13-19 points	59 points	Effective
6-12 points	58 points	Developing
0-5 points	0-57 points	Ineffective

The evaluator will evaluate each administrator in the 6 Individual Rubric Areas. A holistic score (4- Highly Effective, 3=Effective, 2=Developing, 1=Ineffective) for each area will be assigned. The points will be added and placed on the Rubric Scoring Chart. The Rubric Score will be converted into a Heidi score and category.

Part VIII: Teacher Improvement Plans (TIP)

A. All teachers will receive a summative evaluation as soon as testing scores are available. The summative evaluations for teachers whose scores fall within "effective" or "highly effective" as identified by the HEDI scoring bands will be available to them on OASYS. Teachers who receive a composite rating of "developing" or "ineffective" as identified by the HEDI scoring bands will be placed on a TIP.

B. The District will inform the teacher of the need for a TIP due to their composite score by email or certified letter. **The TIP must be in place at least 10 days after the start of school.** It is preferred and recommended that teachers make an appointment with their principal within ten days of receipt of their composite score to discuss the score and to arrange a TIP meeting. Receipt of the score will be verified by checking the time and date that the email was opened or by postal return. VCTA officers will be notified by the principal by email.

C. Nothing precludes an administrator from commencing a TIP anytime during the school year.

D. The Teacher Improvement Plan will address the following areas:

1. <u>Areas in need of improvement</u>: The TIP will be aligned to the NYS Teaching Standards and elements. Deficiencies will be noted along with suggested improvement to give the teacher clear instruction as to how to improve their performance. NYS Subject standards, CCS, Madeline Hunter lesson elements and Bloom's taxonomy will be addressed in the TIP. While the administration may suggest other supplementary material for consideration to aid and assist in the development and growth of the teacher, these will only be suggested and not required elements to demonstrate. The TIP may not address every area of concern that an administrator has and concerns will be prioritized and made clear to the teacher. When those standards are deemed appropriately improved to an effective/highly effective level, there will be discussion and agreement as to the next standard of priority for improvement.

2. <u>Timeline for improvement</u>: There will be a minimum time and a maximum time during which the teacher is expected to improve in the areas outlined in the TIP. A TIP will not exceed one school year. If the teacher has still not shown improvement, a new TIP will be initiated.

3. Interventions and activities to support improvement: In addition to suggested ways to improve, the TIP will contain intervention and support activities that may include, but are not limited to, peer observation, professional conference, online courses, required reading/discussion and other means as needed. The teacher will have meetings with the administrator to ensure they are progressing in a satisfactory manner. If the teacher is not making satisfactory progress, a meeting will be arranged with the teacher, union representative and administrator to address the problem immediately.

4. If an observer or administrator finds additional areas of new concern while the teacher is on a TIP, the new areas of concern will require a new TIP. A teacher may find him/herself on multiple TIPs at one time. While an administrator may find evidences for multiple TIPs in one observation/conference session, the teacher could be required to work as many hours outside of the school day on a monthly basis in correspondence to the number of TIPs they have. For example, a teacher with 3 TIPs would be required to stay 3 hours outside the school day over the course of the month; however, only one hour per day will be expected/ required of the teacher on one day.

5. When possible, there will be no change of assignment or transfer for a teacher if on a TIP, unless the teacher requests such.

6. Anyone on a TIP at the close of the 2012-13 school year will have the TIP reviewed and a new TIP written in accordance to the guidelines set forth above before September 1, 2012.

Teacher Improvement Plan

Name of Teacher: _____ Administrator: _____

School Building: _____ Year: _____

- Areas in need of improvement:

- Interventions/activities to support improvement:

- Timeline for Improvement:

HEDI Bands (0-15 Points)	**Point Allocation**	**% of students achieving the target**
Highly Effective	15 14	94-100% 88-93%
Effective	13 12 11 10 9 8	83-87% 75-82% 69-74% 63-68% 57-62% 50-56%
Developing	7 6 5 4 3	44-49% 38-43% 31-37% 25-30% 19-24%
Ineffective	2 1 0	13-18% 6-12% 0-5%

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

9-19-2012

Teachers Union President Signature: Date:

Timothy M Brown 9-19-2012

Administrative Union President Signature: Date:

9/19/2012

Board of Education President Signature: Date:

9/19/2012