



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

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

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January 7, 2013

Thomas Cox, Interim Superintendent  
Warsaw Central School District  
153 West Buffalo Street  
Warsaw, NY 14569

Dear Superintendent Cox:

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: Michael Glover

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 11, 2012

Updated Thursday, December 13, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 671501040000

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

671501040000

#### 1.2) School District Name: WARSAW CSD

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

Warsaw CSD

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

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

(No response)

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Thursday, July 05, 2012

Updated Friday, January 04, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

|   | ELA   | Assessment                                       |
|---|---|--|
| K | District, regional, or BOCES-developed assessment | GVEP BOCES developed kindergarten ELA assessment |
| 1 | District, regional, or BOCES-developed assessment | GVEP BOCES developed 1st grade ELA assessment    |
| 2 | District, regional, or BOCES-developed assessment | GVEP BOCES developed 2nd grade ELA assessment    |

|   | ELA              | Assessment                 |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See 2.11   |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).   | 89% of students will meet or exceed the student learning objective (see chart at 2.11) |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | 80 to 88% of students meet the Student Learning Objective (see chart at 2.11)          |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | 68-79% of students meet the Student Learning Objective (see chart at 2.11)             |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).  | 67% or less of students meet the Student Learning Objective (see chart at 2.11)        |

### 2.3) Grades K-3 Math

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

|   | Math  | Assessment  |
|---|---|---|
| K | District, regional, or BOCES-developed assessment | GVEP BOCES developed kindergarten math assessment |
| 1 | District, regional, or BOCES-developed assessment | GVEP BOCES developed 1st grade math assessment    |
| 2 | District, regional, or BOCES-developed assessment | GVEP BOCES developed 2nd grade math assessment    |

|   | Math             | Assessment                 |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).   | 89% of students will meet or exceed the student learning objective (see chart at 2.11)   |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | 80 to 88% of students meet the Student Learning Objective (see chart at 2.11)  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | 68-79% of students meet the Student Learning Objective (see chart at 2.11)   |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state   | 67% or less of students meet the Student Learning Objective (see chart at 2.11)  |

test).

## 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 | GVEP BOCES developed 6th grade science assessment |
| 7 | District, regional or BOCES-developed assessment | GVEP BOCES developed 7th grade science assessment |

|   | Science          | Assessment                         |
|---|------------------|------------------------------------|
| 8 | State assessment | 8th Grade State Science Assessment |

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).   | 89% of students will meet or exceed the student learning objective (see chart at 2.11)   |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | 80 to 88% of students meet the Student Learning Objective (see chart at 2.11)  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | 68-79% of students meet the Student Learning Objective (see chart at 2.11)   |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).  | 67% or less of students meet the Student Learning Objective (see chart at 2.11)  |

## 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 | GVEP BOCES developed 6th grade social studies assessment |
| 7 | District, regional or BOCES-developed assessment | GVEP BOCES developed 7th grade social studies assessment |
| 8 | District, regional or BOCES-developed assessment | GVEP BOCES developed 8th grade social studies assessment |

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 89% of students will meet or exceed the student learning objective (see chart at 2.11)   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 80 to 88% of students meet the Student Learning Objective (see chart at 2.11)  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 68-79% of students meet the Student Learning Objective (see chart at 2.11)   |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 67% or less of students meet the Student Learning Objective (see chart at 2.11)  |

## 2.6) High School Social Studies Regents Courses

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

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

|          |   | Assessment                               |
|----------|---|--|
| Global 1 | District, regional, or BOCES-developed assessment | GVEP BOCES developed Global 1 assessment |

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 89% of students will meet or exceed the student learning objective (see chart at 2.11)   |

|  |   |
|--|---|
| Effective (9 - 17 points) Results meet District goals for similar students.            | 80 to 88% of students meet the Student Learning Objective (see chart at 2.11)   |
| Developing (3 - 8 points) Results are below District goals for similar students.       | 68-79% of students meet the Student Learning Objective (see chart at 2.11)      |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | 67% or less of students meet the Student Learning Objective (see chart at 2.11) |

## 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. | Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 89% of students will meet or exceed the student learning objective (see chart at 2.11)   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 80 to 88% of students meet the Student Learning Objective (see chart at 2.11)  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 68-79% of students meet the Student Learning Objective (see chart at 2.11)   |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 67% or less of students meet the Student Learning Objective (see chart at 2.11)  |

## 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. | Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 89% of students will meet or exceed the student learning objective (see chart at 2.11)   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 80 to 88% of students meet the Student Learning Objective (see chart at 2.11)  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 68-79% of students meet the Student Learning Objective (see chart at 2.11)   |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 67% or less of students meet the Student Learning Objective (see chart at 2.11)  |

## 2.9) High School English Language Arts

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

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

|              | High School English Courses                      | Assessment                                     |
|--------------|--|--|
| Grade 9 ELA  | District, regional or BOCES-developed assessment | GVEP BOCES developed 9th grade ELA assessment  |
| Grade 10 ELA | District, regional or BOCES-developed assessment | GVEP BOCES developed 10th grade ELA assessment |
| Grade 11 ELA | Regents assessment                               | ELA Regents assessment                         |

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or exceeding their growth target. |
|---|--|

|   |  |
|---|--|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 89% of students will meet or exceed the student learning objective (see chart at 2.11) |
| Effective (9 - 17 points) Results meet District goals for similar students.                   | 80 to 88% of students meet the Student Learning Objective (see chart at 2.11)          |
| Developing (3 - 8 points) Results are below District goals for similar students.              | 68-79% of students meet the Student Learning Objective (see chart at 2.11)             |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.        | 67% or less of students meet the Student Learning Objective (see chart at 2.11)        |

## 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  |
|--------------------------|---------------------------------------|---|
| LOTE                     | District, Regional or BOCES-developed | GVEP Regionally Developed Performance Based LOTE Summative Assessment               |
| Family Consumer Science  | District, Regional or BOCES-developed | GVEP Regionally Developed Family Consumer Science Summative Assessment              |
| Art                      | District, Regional or BOCES-developed | GVEP Regionally Developed Performance Based Art Summative Assessment                |
| Music                    | District, Regional or BOCES-developed | GVEP Regionally Developed Performance Based Music Summative Assessment              |
| Technology               | District, Regional or BOCES-developed | GVEP Regionally Developed Performance Based Technology Summative Assessment         |
| Physical Education       | District, Regional or BOCES-developed | GVEP Regionally Developed Performance Based Physical Education Summative Assessment |
| Health                   | District, Regional or BOCES-developed | GVEP Regionally Developed Health Summative Assessment                               |
| Speech                   | District, Regional or BOCES-developed | GVEP Regionally Developed Performance Based Speech Summative Assessment             |
| Library/Media Specialist | District, Regional or BOCES-developed | GVEP Regionally Developed Performance Based Library/Media Summative Assessment      |
|                          |                                       |   |
|                          |                                       |   |
|                          |                                       |   |
|                          |                                       |   |
|                          |                                       |   |
|                          |                                       |   |
|                          |                                       |   |

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. | Teachers, in collaboration with principals will use prior academic history and pre-assessment baseline data to establish individual student growth targets. HEDI will be awarded by the percentage of students meeting or |
|---|---|

|   |  |
|---|--|
|   | exceeding their growth target.   |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 89% of students will meet or exceed the student learning objective (see chart at 2.11) |
| Effective (9 - 17 points) Results meet District goals for similar students.                   | 80 to 88% of students meet the Student Learning Objective (see chart at 2.11)          |
| Developing (3 - 8 points) Results are below District goals for similar students.              | 68-79% of students meet the Student Learning Objective (see chart at 2.11)             |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.        | 67% or less of students meet the Student Learning Objective (see chart at 2.11)        |

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/148905-TXEttx9bQW/Warsaw APPR teachers and principals.1-4doc.doc*

## 2.12) Locally Developed Controls

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

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

*No Controls*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Monday, July 23, 2012

Updated Friday, January 04, 2013

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 4 | 6(ii) School wide measure computed locally              | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments |
| 5 | 6(ii) School wide measure computed locally              | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments |

|   |  |   |
|---|--|---|
| 6 | 6(ii) School wide measure computed locally | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| 7 | 6(ii) School wide measure computed locally | 6th, 7th and 8th Grade NYS ELA and Math Assessments, NYS Regents Examinations in; Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts   |
| 8 | 6(ii) School wide measure computed locally | 6th, 7th and 8th Grade NYS ELA and Math Assessments, NYS Regents Examinations in; Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts   |

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 plan uses the average of the percentage of students passing state assessments during the school year. K-5 Teachers will be rated using 3rd-5th grade New York State Assessments in ELA and Math. 6-8 teachers will be rated using a combination of 6th, 7th and 8th grade State Assessments in ELA and Math as well as NYS Regents examinations in; Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For K-5 62-100% of the students will achieve passing on the combined average. For 6-8 71-100% of the students will achieve passing on the combined average.  |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For K-5 50-61% of the students will achieve passing on the combined average. For 6-8 56-70% of the students will achieve passing on the combined average.  |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For K-5 40-49% of the students will achieve passing on the combined average. For 6-8 51-55% of the students will achieve passing on the combined average.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For K-5 0-39% of the students will achieve passing on the combined average. For 6-8 0-50% will achieve passing on the combined average.  |

### 3.2) Grades 4-8 Math

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 4 | 6(ii) School wide measure computed locally              | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments |

|   |  |   |
|---|--|---|
| 5 | 6(ii) School wide measure computed locally | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments   |
| 6 | 6(ii) School wide measure computed locally | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| 7 | 6(ii) School wide measure computed locally | 6th, 7th and 8th Grade NYS ELA and Math Assessments, NYS Regents Examinations in; Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts   |
| 8 | 6(ii) School wide measure computed locally | 6th, 7th and 8th Grade NYS ELA and Math Assessments, NYS Regents Examinations in; Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts   |

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 plan uses the average of the percentage of students passing state assessments during the school year. K-5 Teachers will be rated using 3rd-5th grade State Assessments in ELA and Math. 6-8 teachers will be rated using a combination of 7th-8th grade State Assessments in ELA and Math as well as on regents examination (Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts). |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For K-5 62-100% of the students will achieve passing on the combined average. For 6-8 71-100% of the students will achieve passing on the combined average.  |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For K-5 50-61% of the students will achieve passing on the combined average. For 6-8 56-70% of the students will achieve passing on the combined average.  |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For K-5 40-49% of the students will achieve passing on the combined average. For 6-8 51-55% of the students will achieve passing on the combined average. o  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For K-5 0-39% of the students will achieve passing on the combined average. For 6-8 0-50% will achieve passing on the combined average.  |

### 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.

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

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

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

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

Measures based on:

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

BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| K | 6(ii) School-wide measure computed locally              | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments |
| 1 | 6(ii) School-wide measure computed locally              | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments |
| 2 | 6(ii) School-wide measure computed locally              | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments |
| 3 | 6(ii) School-wide measure computed locally              | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments |

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 plan uses the average of the percentage of students passing state assessments during the school year. K-5 Teachers will be rated using 3rd-5th grade NYS State Assessments in ELA and Math.. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For K-5 62-100% of the students will achieve passing on the combined average.  |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For K-5 50-61% of the students will achieve passing on the combined average.   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For K-5 40-49% of the students will achieve passing on the combined average.   |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For K-5 0-39% of the students will achieve passing on the combined average.  |

### 3.5) Grades K-3 Math

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

|  | Locally-Selected Measure from List of Approved Measures | Assessment |
|--|---|------------|
|--|---|------------|

|   |  |   |
|---|--|---|
| K | 6(ii) School-wide measure computed locally | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments |
| 1 | 6(ii) School-wide measure computed locally | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments |
| 2 | 6(ii) School-wide measure computed locally | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments |
| 3 | 6(ii) School-wide measure computed locally | 3rd, 4th, 5th, Grade NYS ELA and Math Assessments |

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 plan uses the average of the percentage of students passing state assessments during the school year. K-5 Teachers will be rated using 3rd-5th grade NYS State Assessments in ELA and Math. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For K-3 62-100% of the students will achieve passing on the combined average.   |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For K-3 50-61% of the students will achieve passing on the combined average.  |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.  | For K-3 40-49% of the students will achieve passing on the combined average.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For K-3 0-39% of the students will achieve passing on the combined average.   |

### 3.6) Grades 6-8 Science

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 6 | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| 7 | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| 8 | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment,   |

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 plan uses the average of the percentage of students passing state assessments during the school year. 6th, 7th and 8th teachers will be rated using a combination of 6th, 7th and 8th grade NYS State Assessments in ELA and Math as well as on NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For 6-8 71-100% of the students will achieve passing on the combined average.  |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For 6-8 57-70% of the students will achieve passing on the combined average.   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For 6-8 51-56 % of the students will achieve passing on the combined average.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For 6-8 0-50% of the students will achieve passing on the combined average.  |

### 3.7) Grades 6-8 Social Studies

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

|   | Locally-Selected Measure from List of Approved Measures  | Assessment  |
|---|--|---|
| 6 | 6(ii) School wide measure computed locally               | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| 7 | 6(i) School-wide measure based on State-provided measure | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| 8 | 6(ii) School wide measure computed locally               | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |

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 plan uses the average of the percentage of students passing state assessments during the school year. 6th, 7th and 8th teachers will be rated using a combination of 6th, 7th and 8th grade NYS State Assessments in ELA and Math as well as on NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For 6-8 71-100% of the students will achieve passing on the combined average.  |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For 6-8 57-70% of the students will achieve passing on the combined average.   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For 6-8 51-56 % of the students will achieve passing on the combined average.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For 6-8 0-50% of the students will achieve passing on the combined average.  |

### 3.8) High School Social Studies

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

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

|                  | Locally-Selected Measure from List of Approved Measures | Assessment   |
|------------------|---|--|
| Global 1         | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts      |
| Global 2         | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade NYS ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. |
| American History | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade NYS ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. |

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 plan uses the average of the percentage of students passing state assessments during the school year. 6-12 teachers will be rated using a combination of 6th, 7th-8th grade NYS State Assessments in ELA and Math as well as on the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For 6-12 71-100% of the students will achieve passing on the combined average.   |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For 6-12 57-70% of the students will achieve passing on the combined average   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For 6-12 51-56% of the students will achieve passing on the combined average.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For 6-12 0-50% will achieve passing on the combined average.   |

### 3.9) High School Science

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

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

|                    | Locally-Selected Measure from List of Approved Measures | Assessment  |
|--------------------|---|---|
| Living Environment | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Earth Science      | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Chemistry          | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Physics            | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |

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 plan uses the average of the percentage of students passing state assessments during the school year. 6-12 teachers will be rated using a combination of 6th, 7th-8th grade NYS State Assessments in ELA and Math as well as on the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For 6-12 71-100% of the students will achieve passing on the combined average.   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For 6-12 57-70% of the students will achieve passing on the combined average.  |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For 6-12 51-56% of the students will achieve passing on the combined average.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For 6-12 0-50% will achieve passing on the combined average.   |

### 3.10) High School Math

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

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

|           | Locally-Selected Measure from List of Approved Measures | Assessment  |
|-----------|---|---|
| Algebra 1 | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Geometry  | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Algebra 2 | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |

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 plan uses the average of the percentage of students passing state assessments during the school year. 6-12 teachers will be rated using a combination of 6th, 7th-8th grade NYS State Assessments in ELA and Math as well as on the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For 6-12 71-100% of the students will achieve passing on the combined average.   |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | For 6-12 57-70% of the students will achieve passing on the combined average.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For 6-12 51-56% of the students will achieve passing on the combined average.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | For 6-12 0-50% will achieve passing on the combined average.   |

### 3.11) High School English Language Arts

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

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

|              | Locally-Selected Measure from List of Approved Measures | Assessment  |
|--------------|---|---|
| Grade 9 ELA  | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Grade 10 ELA | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Grade 11 ELA | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |

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.*

|  |  |
|--|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>The plan uses the average of the percentage of students passing state assessments during the school year. 6-12 teachers will be rated using a combination of 6th, 7th-8th grade NYS State Assessments in ELA and Math as well as on the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. Assessments in ELA and Math. 7-12 teachers will be rated using a combination of 7th-8th grade State Assessments in ELA and Math as well as on regents examination (Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts).</p> |
| <p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>For 6-12 71-100% of the students will achieve passing on the combined average.</p>  |
| <p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>For 6-12 57-70% of the students will achieve passing on the combined average.</p>   |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>For 6-12 51-56% of the students will achieve passing on the combined average.</p>   |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>For 6-12 0-50% will achieve passing on the combined average.</p>  |

### 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  |
|-------------------------|---|---|
| LOTE                    | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Family Consumer Science | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Art                     | 6(ii) School wide measure computed locally              | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government,                       |

|                    |  |   |
|--------------------|--|---|
|                    |  | English Language Arts   |
| Music              | 6(ii) School wide measure computed locally | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Technology         | 6(ii) School wide measure computed locally | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Physical Education | 6(ii) School wide measure computed locally | 6th, 7th and 8th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
| Health             | 6(ii) School wide measure computed locally | 7th, 8th and 9th Grade ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts |
|                    |  |   |
|                    |  |   |
|                    |  |   |
|                    |  |   |
|                    |  |   |
|                    |  |   |
|                    |  |   |
|                    |  |   |
|                    |  |   |
|                    |  |   |

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 plan uses the average of the percentage of students passing state assessments during the school year. 6-12 teachers will be rated using a combination of 6th, 7th-8th grade NYS State Assessments in ELA and Math as well as on the NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. Assessments in ELA and Math. 6-12 teachers will be rated using a combination of 6th-8th grade State Assessments in ELA and Math as well as on regents examination (Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts). |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.  | For 6-12 71-100% of the students will achieve passing on the combined average.  |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement  | For 6-12 57-70% of the students will achieve passing on the combined average.   |

|  |   |
|--|---|
| for grade/subject.   |   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.       | For 6-12 51-56% of the students will achieve passing on the combined average. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For 6-12 0-50% will achieve passing on the combined average.                  |

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/5139/154403-y92vNseFa4/Warsaw APPR teachers and principals.1-4doc.doc*

### 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.

*Students will be given accommodation as outline in his or her Individual Educational Plan and/or 504 plan. English Language Students may be provided interpretive services as appropriate.*

### 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.

*Teachers are receiving a score on a group metric. All teachers will fall into either K-5,6-12*

### 3.16) Assurances

Please check all of the boxes below:

|   |         |
|---|---------|
| 3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.  | Checked |
| 3.16) Assurances   Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws. | Checked |
| 3.16) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.  | Checked |
| 3.16) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.  | Checked |

|  |         |
|--|---------|
| 3.16) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction. | Checked |
| 3.16) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.   | Checked |
| 3.16) Assurances   Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.  | Checked |
| 3.16) Assurances   If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.                                | Checked |
| 3.16) Assurances   Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.  | Checked |

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, June 26, 2012

Updated Friday, January 04, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

|  |               |
|--|---------------|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 60            |
| One or more observation(s) by trained independent evaluators   | (No response) |
| Observations by trained in-school peer teachers  | (No response) |
| Feedback from students using State-approved survey tool  | (No response) |
| Feedback from parents/caregivers using State-approved survey tool  | (No response) |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts   | (No response) |

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.

*60 points will come from classroom observations assigned by the use of the Danielson rubric*

*How the 60% of your yearly Composite Score will be calculated:*

*-Each observation and the Domain 4 Meeting will receive an average rating of each Danielson component that is observed/discussed during observations and meetings. From each observation and meeting your scores (each ranging from 1 to 4) will be averaged together and then converted using the scale below. The only exception to this is if a tenured teacher chooses Option A. If you choose Option A, your formal observation score will be added three times into the average.*

*Option A:*

*1 Formal Observation - 30 points*

*2 Walk Through (10-15 Minutes Each at 10 Points Each) 20 points*

*Professional Meeting By May 1st using Domain 4 10 points*

*Total 60 points*

*Option B: Points*

*5 Walk Through (10-15 Minutes Each at 10 Points Each) 50 points*

*Professional Meeting By May 1st using Domain 4 10 points*

*Total 60 points*

*Non-tenured teachers shall have two formal observations and three walk-through observations that shall account for 50 of the 60 points with the remaining 10 points being determined in the same manner as done for tenured teachers and described above.*

*Non-tenured teachers shall be as follows:*

*Non-tenured Observations:*

*Observation Type*

*2 Formal Observations (10 Points Each) 20 points*

*3 Walk Through (10-15 Minutes Each at 10 Points Each) 30 points*

*Professional Meeting By May 1st using Domain 4 10 points*

*Total 60 points*

*When compiling the final score rounding rules will apply*

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/5091/145788-eka9yMJ855/Warsaw APPR teachers and principals.1-4doc.doc*

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.                      | Teachers who score 3.5 - 4.0 as outline above will have an overall scoring range of 59-60 based on the conversion chart attached under 4.5 above. Rounding rules apply. |
| Effective: Overall performance and results meet NYS Teaching Standards.                               | Teachers who score 2.5-3.4 as outline above will have an overall scoring range of 57-58 based on the conversion chart attached under 4.5 above. Rounding rules apply.   |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | Teachers who score 1.5-2.4 as outline above will have an overall scoring range of 50-56 based on the conversion chart attached under 4.5 above. Rounding rules apply.   |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards.                      | Teachers who score 1.0-1.4 as outline above will have an overall scoring range of 0-49 based on the conversion chart attached under 4.5 above. Rounding rules apply.    |

Provide the ranges for the 60-point scoring bands.

|                  |       |
|------------------|-------|
| Highly Effective | 59-60 |
|------------------|-------|

|             |       |
|-------------|-------|
| Effective   | 57-58 |
| Developing  | 50-56 |
| Ineffective | 0-49  |

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

|   |   |
|---|---|
| 4.6) Observations of Probationary Teachers   Formal/Long    | 2 |
| 4.6) Observations of Probationary Teachers   Informal/Short | 3 |
| 4.6) Observations of Probationary Teachers   Enter Total    | 5 |

By trained in-school peer teachers or other trained reviewers

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

Independent evaluators

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

|   |   |
|---|---|
| 4.7) Observations of Tenured Teachers   Formal/Long | 1 |
|---|---|

|  |   |
|--|---|
| 4.7) Observations of Tenured Teachers   Informal/Short | 2 |
| 4.7) Observations of Tenured Teachers   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 tenured teachers be done in person, by video, or both?

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Monday, July 23, 2012

Updated Thursday, December 13, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Monday, July 23, 2012

Updated Thursday, December 13, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

|   |         |
|---|---------|
| 6.1) Assurances -- Improvement Plans<br>  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<br>  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/5265/154515-Df0w3Xx5v6/TIP Form.doc*

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *Appeals Process*

*Appeals of Annual Professional Performance Reviews are limited to those that receive an annual composite rating of Ineffective or Developing only. A teacher CANNOT appeal a rating of Effective or Highly Effective. Appeals are limited to the following subjects:*

- the substance of the APPR and rating given
- the district's adherence to the standards and methodologies required for such reviews
- adherence to the commissioner's regulations
- the district's compliance with its procedures for conducting the APPR
- the school district's issuance or implementation of the terms of the Teacher Improvement Plan under Education Law 3012-c

*If a teacher receives an Ineffective or Developing rating, he or she may file only one appeal. All points for appeal must be written in one document. All appeals must be submitted in writing within 15 school days following the beginning of the school year, or by September 21, whichever is later. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her annual composite score. The teacher must also provide any additional documents or materials relevant to the appeal.*

*Within 15 school days of the receipt of an appeal, the Superintendent must hold a meeting with the person filing the appeal. The person filing the appeal may request the presence of union representatives at this meeting.*

*The final decision of the appeal will be made by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The response must include any and all additional documents or written materials specific to the points of disagreement. This written document must be submitted to the teacher appealing their rating, as well as the Warsaw Educator's Association President. All appeal decisions made by the superintendent, or superintendent's designee are final.*

## 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.

*All administrators are participating in training and will be certified and re-certified through Regional/BOCES, neighboring BOCES, LEAF, as well as collaborative team review and analysis for inter-rater reliability at regular meetings. In addition, the administrative team views model lessons, and teaching/school simulations for consistency. A plan for evaluators to jointly conduct observations and meetings is in place to insure inter-rater reliability.*

*Each administrator is utilizing a record sheet to track and document training and development in the nine criteria areas. 5-8 days are being devoted to training and discussions analyzing new learning and information received.*

*Each of the 9 criteria are and will be continually reviewed at bimonthly meetings on a rotating basis. Attendance at regular local and regional meetings/training for development will provide on-going and yearly re-certification opportunities.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

---

• Checked

---

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, October 30, 2012  
Updated Thursday, December 13, 2012

## Page 1

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

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

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

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

|               |
|---------------|
| PK-5          |
| 6-12          |
| (No response) |

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

| School or Program Type | SLO with Assessment Option | Name of the Assessment |
|------------------------|----------------------------|------------------------|
| 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. | Not Applicable |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).                        | Not Applicable |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).  | Not Applicable |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).                                     | Not Applicable |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).                               | Not Applicable |

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.

None

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, October 30, 2012

Updated Friday, January 04, 2013

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---------------------|---|---|
| PK-5                | (d) measures used by district for teacher evaluation    | 3rd, 4th, 5th Grade NYS ELA and Math Assessments  |
| 6-12                | (d) measures used by district for teacher evaluation    | 6th, 7th and 8th Grade NYS ELA and Math Assessments and the NYS Regents examinations in Integrated Algebra, living Environment, Global History and Geography, United States History and Government, English Language Arts |
|                     |   |   |
|                     |   |   |
|                     |   |   |
|                     |   |   |
|                     |   |   |

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.           | This plan uses the average of the percentage of students passing state assessment during the school year. PK-5 principals will be rated using 3rd-5th grade State Assessments in ELA and Math. 6-12 Principals will be rated using a combination of 6th-8th NYS State Assessments in ELA and Math as well as on NYS Regents examinations in Integrated Algebra, Living Environment, Global History and Geography, United States History and Government, English Language Arts. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For PK-5th 61-100% of the students will achieve passing on the combined average. For 6-12 73-100% of the students will achieve passing on the combined average.  |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | For PK-5th 52-60% of the students will achieve passing on the combined average. For 6-12 64-72% of the students will achieve passing on the combined average.  |

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For PK-5 40-51% of the students will achieve passing on the combined average. For 6-12 51-63% of the students will achieve passing on the combined average.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For PK-5 0-39% of the students will achieve passing on the combined average. For 6-12 0-50% will achieve passing on the combined average.

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/5366/211435-qBFVOWF7fC/Explanation of Local Scales Principals - 1-4.doc](#)

## 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 |
|                     |   |                |
|                     |   |                |
|                     |   |                |
|                     |   |                |
|                     |   |                |

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.

*None*

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

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

*Not Applicable*

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, October 30, 2012

Updated Friday, January 04, 2013

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

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

## 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.

- A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.*
- B. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.*
- C. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:*
- Domain 1-Shared Vision of Learning: 10 points (HE-10); E-9-7 D-6-4; IE -3-0*
  - Domain 2-School Culture and Instructional Program: 20 points (HE -20-18); E - 17-9; D-8-3; I2-0*
  - Domain 3-Safe, Efficient, Effective Learning Environment: 10 points (HE-10); E-9-7 D-6-4; IE -3-0*
  - Domain 4-Community: 5 points (HE-5); E-4-3; D-2; I-1-0*
  - Domain 5-Integrity, Fairness, and Ethics: 10 points (HE-10); E-9-7 D-6-4; IE -3-0*
  - Domain 6-Political, Social, Economic, Legal and Cultural Context: 5 points (HE-5); E-4-3; D-2; I-1-0*
- Points will be totaled 0-60*
- D. The Superintendent shall meet with principals as a group prior to the opening of school to discuss and share with the principals the expected evidence for each rating of each domain in the Rubric in accordance with the State issued Standards in E. of this section. Points will be assigned based on at least two school visits, one which will be unannounced.*

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

*(No response)*

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

|  |       |
|--|-------|
| Highly Effective: Overall performance and results exceed standards.                      | 59-60 |
| Effective: Overall performance and results meet standards.                               | 57-58 |
| Developing: Overall performance and results need improvement in order to meet standards. | 50-56 |
| Ineffective: Overall performance and results do not meet standards.                      | 0-49  |

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, October 30, 2012

Updated Thursday, December 13, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, October 30, 2012

Updated Tuesday, December 18, 2012

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## 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/5276/211483-Df0w3Xx5v6/Warsaw APPR teachers and principals.doc](#)

### 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:

#### *VII. Appeals Process*

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

*1. The substance of the annual professional performance review;*

*2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;*

3. The adherence to the Commissioner's regulations, as applicable to such reviews;
  4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
  5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.
- B. Appeals of annual professional performance reviews for tenured principals may be brought for ineffective, developing or any rating tied to compensation. Appeals of annual professional performance reviews for non-tenured principals may be brought for ineffective or any rating tied to compensation.
- C. 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.
- D. The burden shall be on the principals to establish evidence that the rating given was not justified or that an improvement plan was inappropriately issued and/or implemented.
- E. All appeals shall be filed in writing and submitted to the Superintendent's Office with receipt provided by the Superintendent's Office.
- F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.
- G. 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.
- H. When filing an appeal, the principal must submit a written description of the specific areas of 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.
- I. 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.
- J. Within five (5) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of approved hearing officers, the Superintendent and Association President shall at the beginning of the school year mutually agree upon no less than two and no more than four hearing officers. The hearing officer for a specific appeal hearing will be assigned by lottery from this list.
- K. The hearing officer shall review the documents submitted by the principal and the District. The appeal shall be based on the written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and any additional documentary evidence submitted with such response papers.
- L. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the review of the documents. Such decision shall be a final administrative decision. 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 or set aside a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.
- M. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a 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.
- N. If the appeal is denied, the District and principal shall share the cost of the hearing officer provided that the total cost does not exceed \$400. If the appeal is sustained, the District shall pay the cost of the hearing officer.
- O. 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.
- P. 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 her/his 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.

*The Superintendent conducting the evaluation shall participate in training, certification and re-certification through Regional/BOCES, neighboring BOCES, LEAF, as well as collaborative team review and analysis for inter-rater reliability at regular meetings.*

*The Superintendent is utilizing a record sheet to track and document training and development in the nine criteria areas. 5-8 days devoted to training and discussions analyzing new learnings and information received.*

*Each of the 9 criteria are and will be continually reviewed. Attendance at regular local and regional meetings/trainings for development will provide on-going and yearly recertification opportunity*

## 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 Tuesday, October 30, 2012

Updated Friday, January 04, 2013

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### Page 1

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

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

[assets/survey-uploads/5581/211420-3Uqgn5g9Iu/APPR Certification January 4, 2013.pdf](assets/survey-uploads/5581/211420-3Uqgn5g9Iu/APPR%20Certification%20January%204,%202013.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.

Warsaw Central Schools

**Guide to the Annual Professional Performance  
Review**



**2012-2013**

**Teachers and Principals**

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## Introduction to the 2012-2013 APPR Plan

The goal of this document is to present an outline of the Annual Professional Performance Review (APPR) which is consistent with the new education laws of the State of New York (3012-c) and the Commissioner of Education's regulations. This plan is set forth by the Warsaw Central School District in order to comply with the mandates of the law. The development of this plan began in November 2011. The APPR committee met to develop the APPR plan to present to the district and the Warsaw Educator's Association. The committee was composed of four WEA representatives and four district representatives. The committee worked collaboratively to develop an outline of the APPR plan based on the multiple measures of the new requirements under the law.

### Members of the APPR Committee

Mrs. Jennifer Bertrand, 3<sup>rd</sup> Grade Teacher  
Dr. Valerie Burke, Superintendent of Schools  
Mr. Thomas A. Cox, Interim Superintendent of Schools  
Mrs. Ruth Ann Fultz, Middle School Math and Spanish Teacher  
Mr. Michael Leone, Genesee Valley Educational Partnership Legal Counsel  
Mrs. Elizabeth McGary, High School Social Studies Teacher  
Mrs. Kimberly Monahan, Director of Curriculum and Instruction  
Mr. Shawn Monahan, NYSUT Labor Relations Specialist  
Mr. Steve Saxton, Elementary School Principal

This APPR procedure will result in teachers of the Warsaw Central School District receiving an annual composite effectiveness score, which will result in a rating of Highly Effective, Effective, Developing or Ineffective. This composite score and rating will be determined by the following multiple measures:

**-State 20%:** This portion of the plan is based upon student growth measured by State assessments or student learning objectives developed from comparable regional assessments. Upon SED's adoption of the value added method in Grades 4-8 ELA and Math teachers will receive a state score out of 25%.

**-Local 20%:** This portion of the plan is based upon measures that were agreed upon by the APPR committee. In this APPR plan, teachers throughout the district will be given a rating based upon the average of the percentage of students passing state assessments given during the 2012-2013 school year. Upon SED's adoption of the value added method in Grades 4-8 ELA and Math teachers will receive a local score out of 15%.

**-Other Measures 60%:** This portion of the plan includes teacher observations by school administrators. Each teacher will be observed multiple times throughout the school year via walk-through observations and/or formal observations. These observations will be made using the Revised Danielson Framework for Teachers. In addition, teachers will meet with their administrator to discuss/show evidence so that they can be rated on the components of Domain Four of the Danielson Framework.

All portions of this plan will be explained in the pages that follow.

Please note that this document is a user-friendly summary of the APPR plan for teachers and administrators in the Warsaw Central School District. The document that will be submitted to the State Education Department is quite lengthy and complex. Therefore, the committee believed it necessary to create a more accessible document for teacher and administrator use. The district will submit the original document to the State

Education Department for approval and that document will become available on the school website once it has been approved.

**Explanation of the State 20%, or 25% with Value Added Method for Grades 4-8 ELA and Math**

This portion of the APPR has been dictated by the state and is centered on student growth measured by state or regionally created assessments.

**-For Teachers of Grades 4-8 ELA and Math:**

-Teachers of grades 4-8 ELA and math will receive a state assigned growth score at the conclusion of the instructional year after all state tests are scored and evaluated. The only exception to this would be if a 4-8 teacher had less than 50% of their students in ELA or math. In this case, a SLO would be required (see following paragraph). This growth score will be out of 20, or 25 when value added measure is adopted by the state, and will factor into your annual composite score and rating. Your growth score is based upon your student’s achievement and growth over the academic year as assessed by state testing in ELA and/or math.

**-For all Other Teachers (K-3, 6-8 Social Studies and Science, all 9-12 Teachers, Foreign Language, Music, Technology, Library, Art, PE, Home and Careers, etc.):**

-Teachers in all other grades and areas EXCEPT grades 4-8 ELA and math must develop Student Learning Objectives for 51% of their students. At the beginning of the school year, teachers will develop pre-assessments to administer in order to obtain a base-line of student’s knowledge. From the pre-assessment, you will create a target for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). In order to measure growth and if students met the target you set forth at the beginning of the year, post-assessments must be given. If you teach a course that has a state assessment or Regents Exam at the end of the year, your post-assessment will be that test. If, however, your course does NOT have a state assessment or Regents Exam at the end of the year, you will use a GVEP/BOCES approved post-assessment. Once you receive scores for your post-assessment you will analyze the data to determine if your students met the target you set forth at the beginning of the year. The percentage of students reaching the target will then be converted to determine your State 20% score using the chart below:

|                  | Teacher score out of 20 | Percentage of Students who met the SLO Target Goal |
|------------------|-------------------------|--|
| Highly Effective | 20                      | 97%-100%   |
|                  | 19                      | 93%-96%  |
|                  | 18                      | 89%-92%  |
| Effective        | 17                      | 88%  |
|                  | 16                      | 87%  |
|                  | 15                      | 86%  |
|                  | 14                      | 85%  |
|                  | 13                      | 84%  |
|                  | 12                      | 83%  |
|                  | 11                      | 82%  |
|                  | 10                      | 81%  |
| Developing       | 9                       | 80%  |
|                  | 8                       | 78%-79%  |
|                  | 7                       | 76%-77%  |
|                  | 6                       | 74%-75%  |
|                  | 5                       | 72%-73%  |
|                  | 4                       | 70%-71%  |
| Ineffective      | 3                       | 68%-69%  |
|                  | 2                       | 57%-67%  |
|                  | 1                       | 46%-56%  |

|  |   |        |
|--|---|--------|
|  | 0 | 0%-45% |
|--|---|--------|

-Student Learning Objectives (SLOs) will be developed on October 5<sup>th</sup> at the scheduled Superintendent’s Conference Day. Prior to this conference day you must have pre-assessment data completed and an idea for a target goal for your students.

**Explanation of the Local 20% (15% for Grades 4-8 ELA & Math with Value Added Method)**

20% (or 15% with Value Added Method) of your annual composite score will be based upon measures that were negotiated by the APPR Committee. You will be given a score for this 20%, or 15%, of the plan using the average of the percentage of students passing state assessments during the 2012-2013 school year. K-5 teachers will be rated using 3<sup>rd</sup>-5<sup>th</sup> grade State Assessments in ELA and Math. 6-12 teachers will be rated using a combination of 6<sup>th</sup>-8<sup>th</sup> grade State Assessments in ELA and Math, as well as Regents Exams.

**-Local 20%, or 15% for Grades 4-5 ELA and Math with value added method, for Teachers K-5.**

-Passing Rates (percentage of students who score at levels 3 and 4) on the following state assessments will be averaged together when scores are released by the state:

- 3<sup>rd</sup> grade English Language Arts
- 3<sup>rd</sup> grade Math
- 4<sup>th</sup> grade English Language Arts
- 4<sup>th</sup> grade Math
- 5<sup>th</sup> grade English Language Arts
- 5<sup>th</sup> grade Math

-A score out of 20, or 15, will be given to each teacher. Teachers K-5 will be given a score based on the average percentage of students passing (3’s and 4’s) these six exams. (4<sup>th</sup>-5<sup>th</sup> ELA and Math teachers will get a score from the 15 point scale, below, when the State adopts the value added method.)

|                  | Teacher Score out of 20 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments |
|------------------|-------------------------|---|
| Highly Effective | 20                      | 88%-100%  |
|                  | 19                      | 75%-87%   |
|                  | 18                      | 62%-74%   |
| Effective        | 17                      | 60%-61%   |
|                  | 16                      | 58%-59%   |
|                  | 15                      | 56%-57%   |
|                  | 14                      | 55%   |
|                  | 13                      | 54%   |
|                  | 12                      | 53%   |
|                  | 11                      | 52%   |
|                  | 10                      | 51%   |
|                  | 9                       | 50%   |
| Developing       | 8                       | 49%   |
|                  | 7                       | 48%   |
|                  | 6                       | 46%-47%   |
|                  | 5                       | 44%-45%   |
|                  | 4                       | 42%-43%   |
|                  | 3                       | 40%-41%   |
| Ineffective      | 2                       | 30%-39%   |
|                  | 1                       | 21%-29%   |

|  |   |        |
|--|---|--------|
|  | 0 | 0%-20% |
|--|---|--------|

**Local 15% for ELA and Math Teachers in Grades 4 and 5 upon adoption of Value Added Method.**

|                         | Teacher Score out of 15 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments |
|-------------------------|-------------------------|---|
| <b>Highly Effective</b> | 15                      | 82%-100%  |
|                         | 14                      | 62%-81%   |
| <b>Effective</b>        | 13                      | 60%-61%   |
|                         | 12                      | 58%-59%   |
|                         | 11                      | 56%-57%   |
|                         | 10                      | 54%-55%   |
|                         | 9                       | 52%-53%   |
|                         | 8                       | 50%-51%   |
| <b>Developing</b>       | 7                       | 48%-49%   |
|                         | 6                       | 46%-47%   |
|                         | 5                       | 44%-45%   |
|                         | 4                       | 42%-43%   |
|                         | 3                       | 40%-41%   |
| <b>Ineffective</b>      | 2                       | 27%-39%   |
|                         | 1                       | 14%-26%   |
|                         | 0                       | 0%-13%  |

**-Local 20%, or 15% for Grades 6-8 ELA and Math with value added method, for Teachers 6-12.**

-The percentage of students who successfully pass each assessment listed below will be averaged together when scores are released by the state or when Regents Exams are graded:

- 6<sup>th</sup> grade ELA
- 6<sup>th</sup> grade Math
- 7<sup>th</sup> grade English Language Arts
- 7<sup>th</sup> grade Math
- 8<sup>th</sup> grade English Language Arts
- 8<sup>th</sup> grade Math
- Integrated Algebra Regents Exam
- Living Environment Regents Exam
- Global History and Geography Regents Exam
- United States History and Government Regents Exam
- English Language Arts Regents Exam

-A score out of 20, or 15 with value added method for Grades 6-8 ELA and Math, will be given to each teacher. Teachers 6-12 will be given a score based on the average percent of students passing the 11 exams. (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ELA and Math teachers will get a score from the 15 point scale, below, when the State adopts the value added method.)

|                  | Teacher Score out of 20 | Average Passing Rate on the State 6 <sup>th</sup> - 8 <sup>th</sup> ELA and Math Assessments (3s and 4s) and Regents Exams (65) |
|------------------|-------------------------|---|
| Highly Effective | 20                      | 91%-100%  |
|                  | 19                      | 81%-90%   |
|                  | 18                      | 71%-80%   |
| Effective        | 17                      | 69%-70%   |
|                  | 16                      | 67%-68%   |
|                  | 15                      | 65%-66%   |
|                  | 14                      | 63%-64%   |
|                  | 13                      | 61%-62%   |
|                  | 12                      | 60%   |
|                  | 11                      | 59%   |
|                  | 10                      | 58%   |
|                  | 9                       | 57%   |
| Developing       | 8                       | 56%   |
|                  | 7                       | 55%   |
|                  | 6                       | 54%   |
|                  | 5                       | 53%   |
|                  | 4                       | 52%   |
|                  | 3                       | 51%   |
| Ineffective      | 2                       | 41%-50%   |
|                  | 1                       | 21%-40%   |
|                  | 0                       | 0%-20%  |

**Local 15% for ELA and Math Teachers in Grades 6-8 upon adoption of Value Added Method.**

|                  | Teacher Score out of 15 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments and Regents (65) |
|------------------|-------------------------|--|
| Highly Effective | 15                      | 86%-100%   |
|                  | 14                      | 71%-85%  |
| Effective        | 13                      | 68%-70%  |
|                  | 12                      | 66%-67%  |
|                  | 11                      | 64%-65%  |
|                  | 10                      | 62%-63%  |
|                  | 9                       | 60%-61%  |
|                  | 8                       | 56%-59%  |
|                  | Developing              | 7  |
| 6                |                         | 54%  |
| 5                |                         | 53%  |
| 4                |                         | 52%  |

|                    |   |         |
|--------------------|---|---------|
|                    | 3 | 51%     |
| <b>Ineffective</b> | 2 | 41%-50% |
|                    | 1 | 21%-40% |
|                    | 0 | 0%-20%  |

### **Explanation of Other Measures 60%**

-60% of your annual composite score will be based on a combination of observations and a Domain Four meeting with your principal or supervisor.

**-Choices for Observation/Domain Four Meetings:**

-If you are a **non-tenured** teacher, your Other Measures 60% will be made up of the following components:

- 2 Formal Observations
- 3 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

-If you are a **tenured** teacher, you have two options to complete your Other Measures 60%:

**-Option A:**

- 1 Formal Observation
- 2 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

**-Option B:**

- 5 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

**-Explanation of Observations:**

-Dependent upon your tenure status in the district, you will have an option of observation formats. As per New York State Regulations, all teachers must be observed multiple times throughout the school year. You will be observed by your principal or supervisor via walk-through observations or formal observations. All observations will be assessed using the Danielson Revised Framework for Teachers, Domains 1-3.

**-Formal Observation:** This scheduled observation method is made up of a pre-observation meeting in which you and your principal/supervisor discuss the plans for a full period of classroom instruction. You are asked to complete a lesson plan write-up with accompanying documents for the pre-observation meeting (see forms that follow). Your principal/supervisor will observe the lesson at a time that is mutually agreed upon. Within five school days after the observation a post-observation meeting must be conducted. During the post-observation meeting you must provide a written reflection of your lesson (see forms that follow). Within three school days of the post-observation meeting, your principal/supervisor must provide you with the Formal Observation Form (see forms that follow). All formal observations must be completed by June 1<sup>st</sup>.

**-Walk-Through Observation:** This observation method is unscheduled and can happen any day or class period, **EXCEPT** the following days:

- no walk-through observations can be made before the first full week of school

-no walk-through observations can be made two days before or two days after a break of three or more school days (ie: large holiday breaks)

Walk-Through Observations are to last between ten and fifteen minutes. During the observation, your principal/supervisor will observe a portion of your lesson and fill out the Walk-Through Observation Form (see forms that follow). Every attempt will be made to return this form to the teacher within one school day. All Walk-Through Observations must be completed by May 1<sup>st</sup>.

**-Explanation of the Domain Four Meeting**

-Because Domain 4 of the Revised Danielson Framework for Teaching cannot be assessed fully via classroom observations, each teacher will meet with their principal/supervisor to discuss the components of this Domain. These meetings are intended to be a conversation between administrator and teacher. Teachers are strongly encouraged to bring evidence of Domain 4 components to the meeting. This is **NOT** a portfolio assignment, but rather a chance to show evidence as it relates to the components of Domain Four. During this meeting, your principal/supervisor will collect information in order to fill out the Domain 4 meeting form (see forms that follow). All Domain 4 meetings must be completed by May 1<sup>st</sup>.

**-How the 60% of your yearly Composite Score will be calculated:**

-Each observation and the Domain 4 Meeting will receive an average rating of each Danielson component that is observed/discussed during observations and meetings. From each observation and meeting your scores (each ranging from 1 to 4) will be averaged together and then converted using the scale below. The only exception to this is if a tenured teacher chooses Option A. If you choose Option A, your formal observation score will be added three times into the average.

|                         | <b>Total Average Score of all Observations and Domain 4 Meeting</b> | <b>Conversion Scores for the Overall Composite Score</b> |
|-------------------------|---|--|
| <b>Highly Effective</b> | 4   | 60.25 (round to 60)                                      |
|                         | 3.9   | 60   |
|                         | 3.8   | 59.8   |
|                         | 3.7   | 59.5   |
|                         | 3.6   | 59.3   |
|                         | 3.5   | 59   |
| <b>Effective</b>        | 3.4   | 58.8   |
|                         | 3.3   | 58.6   |
|                         | 3.2   | 58.4   |
|                         | 3.1   | 58.2   |
|                         | 3   | 58   |
|                         | 2.9   | 57.8   |
|                         | 2.8   | 57.6   |
|                         | 2.7   | 57.4   |
|                         | 2.6   | 57.2   |
|                         | 2.5   | 57   |
| <b>Developing</b>       | 2.4   | 56.3   |
|                         | 2.3   | 55.6   |
|                         | 2.2   | 54.9   |
|                         | 2.1   | 54.2   |
|                         | 2   | 53.5   |
|                         | 1.9   | 52.8   |
|                         | 1.8   | 52.1   |
|                         | 1.7   | 51.4   |
| 1.6                     | 50.7  |  |

|             |       |    |
|-------------|-------|----|
|             | 1.5   | 50 |
| Ineffective | 1.400 | 49 |
|             | 1.392 | 48 |
|             | 1.383 | 47 |
|             | 1.375 | 46 |
|             | 1.367 | 45 |
|             | 1.358 | 44 |
|             | 1.350 | 43 |
| Ineffective | 1.342 | 42 |
|             | 1.333 | 41 |
|             | 1.325 | 40 |
|             | 1.317 | 39 |
|             | 1.308 | 38 |
|             | 1.300 | 37 |
|             | 1.292 | 36 |
|             | 1.283 | 35 |
|             | 1.275 | 34 |
|             | 1.267 | 33 |
|             | 1.258 | 32 |
|             | 1.250 | 31 |
|             | 1.242 | 30 |
|             | 1.233 | 29 |
|             | 1.225 | 28 |
|             | 1.217 | 27 |
|             | 1.208 | 26 |
|             | 1.200 | 25 |
|             | 1.192 | 24 |
|             | 1.185 | 23 |
|             | 1.177 | 22 |
|             | 1.169 | 21 |
|             | 1.162 | 20 |
|             | 1.154 | 19 |
|             | 1.146 | 18 |
|             | 1.138 | 17 |
|             | 1.131 | 16 |
|             | 1.123 | 15 |
|             | 1.115 | 14 |
|             | 1.108 | 13 |
|             | 1.100 | 12 |
|             | 1.092 | 11 |
|             | 1.083 | 10 |
| 1.075       | 9     |    |
| 1.067       | 8     |    |
| 1.058       | 7     |    |
| 1.050       | 6     |    |
| 1.042       | 5     |    |
| 1.033       | 4     |    |
| 1.025       | 3     |    |
| 1.017       | 2     |    |

|  |       |   |
|--|-------|---|
|  | 1.008 | 1 |
|  | 1.000 | 0 |

\* Average Rubric score is the minimum score necessary to achieve the corresponding HEDI pt.

Name of Teacher: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

**Protocol for a Pre-Observation (Planning) Conference**  
***Teacher or Specialist***

1. To which part of your curriculum does this lesson relate?
  
2. How does this learning “fit” in the sequence of learning for this class?
  
3. Briefly describe the students in this class, including those with special needs. How will you differentiate instruction for different individuals or groups of students in the class?
  
4. What are your learning outcomes for this lesson? What do you want the students to understand?
  
5. How will you engage students in the learning?
  
6. How will you incorporate 21<sup>st</sup> Century learning skills in your lesson?
  
7. How will you incorporate Constructivist learning in your lesson?
  
8. How and when will you know whether the students have learned what you intend?
  
9. Is there anything that you would like me to specifically observe during the lesson?  

|  |  |  |
|--|--|--|
| <input type="checkbox"/> Questioning   | <input type="checkbox"/> Procedures            | <input type="checkbox"/> Pacing                |
| <input type="checkbox"/> Classroom Management                                | <input type="checkbox"/> Student Feedback      | <input type="checkbox"/> Assessment Techniques |
| <input type="checkbox"/> A particular instructional strategy (specify below) | <input type="checkbox"/> Other (specify below) |  |





|  | <b>Domain Present in Formal Observation (Rate 1-4 based on Danielson rubric)</b> | <b>Description of the domain within the lesson/classroom observation</b> |
|--|--|--|
| <b>Domain 3a:</b> Communicating with Students                  | <b>1 2 3 4</b>   |  |
| <b>Domain 3b:</b> Using Questioning and Discussion Techniques  | <b>1 2 3 4</b>   |  |
| <b>Domain 3c:</b> Engaging Students in Learning                | <b>1 2 3 4</b>   |  |
| <b>Domain 3d:</b> Using Assessment in Instruction              | <b>1 2 3 4</b>   |  |
| <b>Domain 3e:</b> Demonstrating flexibility and responsiveness | <b>1 2 3 4</b>   |  |

Average score of domains present: \_\_\_\_\_ out of 4

**Talking Points for Post-Observation Meeting:**

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

**Warsaw Central Schools  
Walk-Through Observation  
(10 to 15 minutes)**

Teacher Name: \_\_\_\_\_  
Grade Level and Subject: \_\_\_\_\_

Date of Walk-Through: \_\_\_\_\_  
Time of Walk-Through: \_\_\_\_\_  
Walk Through Observation #: \_\_\_\_\_

**Brief Description of Lesson or Classroom Activity:**

**Domains:**

|   | Domain Present in Walk-Through (Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|---|---|---|
| <b>Domain 1a:</b> Demonstrating Knowledge of Content and Pedagogy | 1 2 3 4   |   |
| <b>Domain 1b:</b> Demonstrating Knowledge of Students             | 1 2 3 4   |   |
| <b>Domain 1c:</b> Setting Instructional Outcomes                  | 1 2 3 4   |   |
| <b>Domain 1d:</b> Demonstrating Knowledge of Resources            | 1 2 3 4   |   |
| <b>Domain 1e:</b> Designing Coherent Instruction                  | 1 2 3 4   |   |
| <b>Domain 1f:</b> Designing Student Assessments                   | 1 2 3 4   |   |

|  | Domain Present in Walk-Through (Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|--|---|---|
| <b>Domain 2a:</b> Creating an environment of respect and rapport | 1 2 3 4   |   |
| <b>Domain 2b:</b> Establishing a culture for learning            | 1 2 3 4   |   |
| <b>Domain 2c:</b> Managing classroom procedures                  | 1 2 3 4   |   |
| <b>Domain 2d:</b> Managing student behavior                      | 1 2 3 4   |   |
| <b>Domain 2e:</b> Organizing physical space                      | 1 2 3 4   |   |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|  | <b>Domain Present in Walk-Through (Rate 1-4 based on Danielson rubric)</b> | <b>Description of the domain within the lesson/classroom observation</b> |
|--|--|--|
| <b>Domain 3a:</b> Communicating with Students                  | <b>1 2 3 4</b>   |  |
| <b>Domain 3b:</b> Using Questioning and Discussion Techniques  | <b>1 2 3 4</b>   |  |
| <b>Domain 3c:</b> Engaging Students in Learning                | <b>1 2 3 4</b>   |  |
| <b>Domain 3d:</b> Using Assessment in Instruction              | <b>1 2 3 4</b>   |  |
| <b>Domain 3e:</b> Demonstrating flexibility and responsiveness | <b>1 2 3 4</b>   |  |

Average score of domains present: \_\_\_\_\_ out of 4

|                         |                   |
|-------------------------|-------------------|
| Administrator Comments: | Teacher Comments: |
|-------------------------|-------------------|

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

**Warsaw Central Schools  
Danielson Domain 4 Meeting**

Teacher Name: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

**\*\*Meeting to be completed in conjunction with an administrator no later than May 1\*\***

|   | Domain Present in Discussion<br>(Rate 1-4 based on Danielson rubric) | Description of domain completion<br>(from discussion and/or evidence presented) |
|---|--|---|
| <b>Domain 4a:</b> Reflecting on Teaching                    | <b>1 2 3 4</b>   |   |
| <b>Domain 4b:</b> Maintaining Accurate Records              | <b>1 2 3 4</b>   |   |
| <b>Domain 4c:</b> Communicating with Families               | <b>1 2 3 4</b>   |   |
| <b>Domain 4d:</b> Participating in a Professional Community | <b>1 2 3 4</b>   |   |
| <b>Domain 4e:</b> Growing and Developing Professionally     | <b>1 2 3 4</b>   |   |
| <b>Domain 4f:</b> Showing Professionalism                   | <b>1 2 3 4</b>   |   |

Average score of domains present: \_\_\_\_\_ out of 4

|                         |                   |
|-------------------------|-------------------|
| Administrator Comments: | Teacher Comments: |
|-------------------------|-------------------|

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

## End of Year Summative Meeting

As per New York State Regulations, each teacher is required to have an end of year summative meeting. This meeting is not included in your annual composite score or rating. Instead, this meeting is a conversation with your principal/supervisor to go over the ratings of your Other Measures 60% and/or any concerns regarding teacher performance. This summative meeting must take place by the end of the school year in June. Should all observations that are part of the Other Measures 60% be complete by the Domain Four Meeting (by May 1<sup>st</sup>), the teacher and principal/supervisor may mutually agree to complete this Summative Meeting during the Domain Four meeting.

## Annual Composite Score and Rating

Your annual composite score will be calculated by adding your scores together from the State 20% or 25% with value added method, the Local 20% or 15% with value added method and Other Measures 60%. From your composite score, a rating of Highly Effective, Effective, Developing or Ineffective will be assigned.

|                         |        |
|-------------------------|--------|
| Highly Effective Rating | 91-100 |
| Effective Rating        | 75-90  |
| Developing Rating       | 65-74  |
| Ineffective Rating      | 0-64   |

Your annual composite score and rating will become available when all state testing data has been returned to the school district by the Department of Education (usually in August). Once test scores have become available, your principal/supervisor will determine your annual composite score and rating. Your score and rating will be mailed to you between the middle of August and beginning of September. If you have any questions you may contact your principal/supervisor and set up a meeting to discuss your composite score and rating.

## Teacher Improvement Plan (TIP)

If a teacher receives an annual composite score which results in them being rated as “developing” or “ineffective” through the Annual Professional Performance Review, a Teacher Improvement Plan (TIP) shall be developed by the teacher, supervisor and others who are jointly determined by the district and Warsaw Educator’s Association. A TIP must be implemented no later than 10 school days after the date on which students are required to report for the opening of classes for the school year. The TIP will define specific standards-based goals that a teacher must make progress toward attaining within a specific period of time. The TIP will include:

- The identification of areas that need improvement
  - Differentiated activities to support improvements in these areas
  - A timeline for achieving improvement, with the following individuals present at all meetings: teacher, supervisor and union representative
    - An initial meeting to discuss the areas in need of improvement
    - A follow up meeting(s) to monitor the progress of the teacher
  - The manner in which achievement will be assessed
  - The plan will clearly describe the professional learning activities that the teacher must complete. These activities should be connected directly to the areas needing improvement.
  - The additional assistance and support that the teacher will receive will be clearly stated in the TIP.
- Please see the attached TIP form that will be completed should a TIP need to be implemented.

## Teacher Improvement Plan (TIP) Form

(To be completed jointly by the teacher and the administrator)

Name: \_\_\_\_\_

School: \_\_\_\_\_

TIP is based on composite score from \_\_\_\_\_ school year →

Grade/Subject: \_\_\_\_\_

School year TIP will be implemented: \_\_\_\_\_ →

Grade/Subject: \_\_\_\_\_

Date of initial TIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

**Teacher Comments:**

**Administrator Comments:**

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN<br>(Description of Steps to be taken) | TIMELINE | EVIDENCE OF PROGRESS |
|-----------------------------|---|----------|----------------------|
|                             |   |          |                      |
|                             |   |          |                      |
|                             |   |          |                      |

| -To be signed when Teacher Improvement Plan is initiated: | Action Steps Completed         | Satisfactory Progress          |
|---|--------------------------------|--------------------------------|
| Teacher Signature: _____ Date _____                       | <b>CIRCLE: YES NO</b>          | <b>CIRCLE: YES NO</b>          |
| Union Representative Signature: _____ Date _____          | Teacher Initials/Date: _____   | Teacher Initials/Date: _____   |
| Administrator Signature: _____ Date _____                 | Union Rep Initials/Date: _____ | Union Rep Initials/Date: _____ |
| Superintendent Signature: _____ Date _____                | Admin. Initials/Date: _____    | Admin. Initials/Date: _____    |
|   | Super. Initials/Date: _____    | Super. Initials/Date: _____    |

## Appeals Process

Appeals of Annual Professional Performance Reviews are limited to those that receive an annual composite rating of Ineffective or Developing only. A teacher CANNOT appeal a rating of Effective or Highly Effective. Appeals are limited to the following subjects:

- the substance of the APPR and rating given
- the district's adherence to the standards and methodologies required for such reviews
- adherence to the commissioner's regulations
- the district's compliance with its procedures for conducting the APPR
- the school district's issuance or implementation of the terms of the Teacher Improvement Plan under Education Law 3012-c

If a teacher receives an Ineffective or Developing rating, he or she may file only one appeal. All points for appeal must be written in one document. All appeals must be submitted in writing within 15 school days following the beginning of the school year, or by September 21, whichever is later. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her annual composite score. The teacher must also provide any additional documents or materials relevant to the appeal.

Within 15 school days of the receipt of an appeal, the Superintendent must hold a meeting with the person filing the appeal. The person filing the appeal may request the presence of union representatives at this meeting.

The final decision of the appeal will be made by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The response must include any and all additional documents or written materials specific to the points of disagreement. This written document must be submitted to the teacher appealing their rating, as well as the Warsaw Educator's Association President. All appeal decisions made by the superintendent, or superintendent's designee are final.

## 2012-2013 APPR Evaluation Method Selection

(to be submitted to your building principal/supervisor by FRIDAY SEPTEMBER 7, 2012)

Name: \_\_\_\_\_

Subject Area and Grade Levels: \_\_\_\_\_

**Directions:** Select 1 (ONE) of the options below. Non-Tenured teachers must choose the non-tenured teacher option. Tenured Teachers have the choice of Tenured Teacher Option A or Tenured Teacher Option B.

### NON-TENURED TEACHER EVALUATION

-2 Formal Observations

-3 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

### TENURED TEACHER: OPTION A

-1 Formal Observation

-2 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

### TENURED TEACHER: OPTION B

-5 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

\*All observations and meetings will be done using the Revised Danielson Framework for Teaching Rubric

\*The supervisor and staff member must mutually agree upon the observation method selected.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Warsaw Central School District APPR for Principals

## OTHER MEASURES (60%)

### I. School Visits

- A. The Superintendent will make a minimum of two visits to the principal's school for at least one hour each school year for the purpose of gathering evidence to support performance expectations as outlined in the agreed upon Rubric in this Agreement.
- B. One of the visits from the Superintendent will be unannounced which shall occur between October 1<sup>st</sup> and April 1<sup>st</sup>. The Superintendent will meet during the visit or within five (5) business days after the unannounced visit with the principal to provide feedback on the evidence gathered during the visit. During the unannounced visit, the Superintendent will shadow the principal.
- C. The principal shall invite the Superintendent to one announced visit and schedule the visit in collaboration with the Superintendent. The principal shall review with the Superintendent at the beginning of the visit the intended evidence to be provided. The Superintendent will meet during the visit or within five (5) business days after the announced visit with the principal to provide feedback on the evidence gathered during the visit.

### II. Structured Evidence Gathering

- A. The Superintendent shall schedule and meet once during the school year with the principal for the purpose of reviewing formative and summative assessment data for the principal's school. The principal shall compile and organize their school data for review. The principal will be responsible for leading the discussion through analysis of the data and reflection on what leadership actions are being taken in light of the data.
- B. The principal may submit to the Superintendent a portfolio of evidence benchmarked against the principal practice rubric. The format of the portfolio shall be at the discretion of the principal. The Superintendent must establish a submission date for the portfolio which shall be no later than ten (10) business days prior to the date that the Superintendent's annual evaluation on "Other Measures" is due.

### III. Principal Practice Rubric

- A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
- B. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.
- C. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:
  - Domain 1-Shared Vision of Learning: **10 points**
  - Domain 2-School Culture and Instructional Program: **20 points**
  - Domain 3-Safe, Efficient, Effective Learning Environment: **10 points**
  - Domain 4-Community: **5 points**
  - Domain 5-Integrity, Fairness, and Ethics: **10 points**
  - Domain 6-Political, Social, Economic, Legal and Cultural Context: **5 points**
- D. The Superintendent shall meet with principals as a group prior to the opening of school to discuss and share with the principals the expected evidence for each rating of each domain in the Rubric in accordance with the State issued Standards in E. of this section.

E. The following will be used in determining HEDI for Other Measures and the use of the Multidimensional Rubric.

| <b>Standards for Rating Categories</b> | <b>Other Measures of Effectiveness (Teacher and Leader Standards)</b>        |
|--|--|
| <b>Highly Effective</b>                | Overall performance and results exceed standards.                            |
| <b>Effective</b>                       | Overall performance and results meet standards.                              |
| <b>Developing</b>                      | Overall performance and results need improvement in order to meet standards. |
| <b>Ineffective</b>                     | Overall performance and results do not meet standards.                       |

C. See Appendix A “Scoring Bands for Multidimensional Rubric” which outlines the number of points to be assigned to the principal’s Other Measures component of APPR by the Superintendent. The Superintendent shall assign a point value for each Domain in accordance with Appendix A once the Superintendent has determined the HEDI designation for each Domain.

See Appendix A “Conversion Chart for 60% Other Measures (Rubric) which presents the APPR composite score based on the total number of points earned on the Multidimensional Rubric. In addition, the HEDI rating is presented based on the composite score converted from the total number of points earned on the Multidimensional Rubric.

**V. Timelines and Deadlines**

- A. Prior to July 15<sup>th</sup> annually, the Superintendent shall schedule and conduct a group meeting with all principals for the purpose of reviewing the terms and conditions of this Plan, the procedures, processes, and timelines for the execution of the Plan. The Association President, if not a principal, shall be invited to attend this meeting.
- B. Between January 1<sup>st</sup> and January 30<sup>th</sup>, the Superintendent shall schedule and conduct a Mid-Year Assessment meeting with each principal. The purpose of the meeting is for the Superintendent to identify any performance concerns based on evidence gathered or the lack of evidence gathered with the principal since July 1<sup>st</sup> of the preceding calendar year. The principal shall not be required to present any data or evidence during this meeting; however, the principal may respond to the concerns of the Superintendent. Within ten (10) business days after the Mid-Year Assessment meeting, the Superintendent shall provide to the principal in writing a summary of the Mid-Year Assessment. This document shall not be placed in the principal’s District personnel file, but rather shall be considered a written communication between the principal and Superintendent for professional development purposes. The summary may be submitted as evidence during any appeal process or hearing related to APPR.
- C. Prior to June 15<sup>th</sup>, the Superintendent shall schedule and conduct a Pre-Assessment Meeting. The purpose of the Pre-Assessment Meeting is for the principal to present at his/her discretion additional evidence against the principal practice rubric.

- D. By June 30<sup>th</sup>, the Superintendent shall present to the principal all completed components of the APPR for that school year. When all data is known by the District, within ten (10) business days the complete APPR assessment will be presented to the principal.

**VI. Principal Improvement Plan**

- A. Upon rating a principal as ineffective or developing, a Principal Improvement Plan (PIP) designed to rectify perceived or demonstrated deficiencies shall be developed and commenced no later than ten (10) school days after the start of the student school year. The Lead Evaluator for the principal, in conjunction with the principal, shall develop an improvement plan that contains:
1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
  2. Specific improvement goal/outcome statements.
  3. Specific improvement action steps/activities.
  4. A reasonable time line for achieving improvement.
  5. Required and accessible resources.
  6. A formative evaluation process documenting meetings scheduled monthly throughout the year to assess progress. These meetings shall be scheduled by the Lead Evaluator. A written summary of feedback by the Lead Evaluator on progress shall be given within ten (10) business days of each meeting.
  7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
  8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
- B. The Superintendent shall present a PIP consistent with the rubrics in (A) of this section and present it to the principal no later than ten (10) business days after the start of the student school year. The Superintendent will schedule a work session with the principal prior to the start of the school year to review and discuss the plan and to consider input from the principal.
- C. The formal, final written summative assessment in A.8 of this section shall be completed and reviewed with the principal by June 1<sup>st</sup>.
- D. Performance on the PIP does not guarantee a specific rating on the current year appraisal.

# Principal Improvement Plan (PIP) Form

(To be completed jointly by the principal and the superintendent)

**Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

PIP is based on composite score from \_\_\_\_\_ school year →

Grade/Subject: \_\_\_\_\_

School year PIP will be implemented: \_\_\_\_\_ →

Grade/Subject: \_\_\_\_\_

Date of initial PIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

**Principal Comments:**

**Superintendent Comments:**

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN<br>(Description of Steps to be taken) | TIMELINE | EVIDENCE OF PROGRESS |
|-----------------------------|---|----------|----------------------|
|                             |   |          |                      |
|                             |   |          |                      |
|                             |   |          |                      |

|  |   |   |
|--|---|---|
| <p style="text-align: center;"><b>-To be signed when Principal Improvement Plan is initiated:</b></p> <p>Principal Signature: _____ Date _____</p> <p>Superintendent Signature: _____ Date _____</p> | <p style="text-align: center;"><b>Action Steps Completed</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Princ. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> | <p style="text-align: center;"><b>Satisfactory Progress</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Princ.. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> |
|--|---|---|

## VII. Appeals Process

- A. Appeals are limited to those identified by Education Law §3012-c, as follows:
  1. The substance of the annual professional performance review;
  2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
  3. The adherence to the Commissioner's regulations, as applicable to such reviews;
  4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
  5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.
- B. Appeals of annual professional performance reviews for tenured principals may be brought for ineffective, developing or any rating tied to compensation. Appeals of annual professional performance reviews for non-tenured principals may be brought for ineffective or any rating tied to compensation.
- C. 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.
- D. The burden shall be on the principals to establish evidence that the rating given was not justified or that an improvement plan was inappropriately issued and/or implemented.
- E. All appeals shall be filed in writing and submitted to the Superintendent's Office with receipt provided by the Superintendent's Office.
- F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.
- G. 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.
- H. When filing an appeal, the principal must submit a written description of the specific areas of 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.
- I. 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.
- J. Within five (5) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of approved hearing officers, the Superintendent and Association President shall at the beginning of the school year mutually agree upon no less than two and no more than four hearing officers. The hearing officer for a specific appeal hearing will be assigned by lottery from this list.
- K. The hearing officer shall review the documents submitted by the principal and the District. The appeal shall be based on the written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and any additional documentary evidence submitted with such response papers.

- L. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the review of the documents. Such decision shall be a final administrative decision. 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 or set aside a district’s rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.
- M. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a 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.
- N. If the appeal is denied, the District and principal shall share the cost of the hearing officer provided that the total cost does not exceed \$400. If the appeal is sustained, the District shall pay the cost of the hearing officer.
- O. 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.
- P. 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 her/his right to file an appeal.

**VIII. Local Student Performance Measures**

Principals shall receive scores and ratings for local student performance measures for 2012-2013 using the same measures, scoring bands, and conversion charts as agreed to by the teachers. Grades K-5 will be used for the Elementary School Principal and grades 6-12 for the Secondary School Principal.

**IX. Overall Evaluation Summary**

For principals for whom there is no SED approved Value-Added measure of student growth the scoring ranges shall be:

| <b>HEDI</b>      | <b>State</b> | <b>Local</b> | <b>Other Measures (Rubric)</b> | <b>Composite Score</b> |
|------------------|--------------|--------------|--------------------------------|------------------------|
| Highly Effective | 18-20        | 18-20        | 59-60                          | 91-100                 |
| Effective        | 9-17         | 9-17         | 57-58                          | 75-90                  |
| Developing       | 3-8          | 3-8          | 50-56                          | 65-74                  |
| Ineffective      | 0-2          | 0-2          | 0-49                           | 0-64                   |

For principals for whom there is a SED approved Value-Added measure of student growth the scoring ranges shall be:

| <b>HEDI</b>      | <b>State</b> | <b>Local</b> | <b>Other Measures (Rubric)</b> | <b>Composite Score</b> |
|------------------|--------------|--------------|--------------------------------|------------------------|
| Highly Effective | 22-25        | 14-15        | 59-60                          | 91-100                 |
| Effective        | 10-21        | 8-13         | 57-58                          | 75-90                  |
| Developing       | 3-9          | 3-7          | 50-56                          | 65-74                  |
| Ineffective      | 0-2          | 0-2          | 0-49                           | 0-64                   |

Warsaw Central Schools

**Guide to the Annual Professional Performance  
Review**



**2012-2013**

**Teachers and Principals**

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## Introduction to the 2012-2013 APPR Plan

The goal of this document is to present an outline of the Annual Professional Performance Review (APPR) which is consistent with the new education laws of the State of New York (3012-c) and the Commissioner of Education's regulations. This plan is set forth by the Warsaw Central School District in order to comply with the mandates of the law. The development of this plan began in November 2011. The APPR committee met to develop the APPR plan to present to the district and the Warsaw Educator's Association. The committee was composed of four WEA representatives and four district representatives. The committee worked collaboratively to develop an outline of the APPR plan based on the multiple measures of the new requirements under the law.

### Members of the APPR Committee

Mrs. Jennifer Bertrand, 3<sup>rd</sup> Grade Teacher  
Dr. Valerie Burke, Superintendent of Schools  
Mr. Thomas A. Cox, Interim Superintendent of Schools  
Mrs. Ruth Ann Fultz, Middle School Math and Spanish Teacher  
Mr. Michael Leone, Genesee Valley Educational Partnership Legal Counsel  
Mrs. Elizabeth McGary, High School Social Studies Teacher  
Mrs. Kimberly Monahan, Director of Curriculum and Instruction  
Mr. Shawn Monahan, NYSUT Labor Relations Specialist  
Mr. Steve Saxton, Elementary School Principal

This APPR procedure will result in teachers of the Warsaw Central School District receiving an annual composite effectiveness score, which will result in a rating of Highly Effective, Effective, Developing or Ineffective. This composite score and rating will be determined by the following multiple measures:

**-State 20%:** This portion of the plan is based upon student growth measured by State assessments or student learning objectives developed from comparable regional assessments. Upon SED's adoption of the value added method in Grades 4-8 ELA and Math teachers will receive a state score out of 25%.

**-Local 20%:** This portion of the plan is based upon measures that were agreed upon by the APPR committee. In this APPR plan, teachers throughout the district will be given a rating based upon the average of the percentage of students passing state assessments given during the 2012-2013 school year. Upon SED's adoption of the value added method in Grades 4-8 ELA and Math teachers will receive a local score out of 15%.

**-Other Measures 60%:** This portion of the plan includes teacher observations by school administrators. Each teacher will be observed multiple times throughout the school year via walk-through observations and/or formal observations. These observations will be made using the Revised Danielson Framework for Teachers. In addition, teachers will meet with their administrator to discuss/show evidence so that they can be rated on the components of Domain Four of the Danielson Framework.

All portions of this plan will be explained in the pages that follow.

Please note that this document is a user-friendly summary of the APPR plan for teachers and administrators in the Warsaw Central School District. The document that will be submitted to the State Education Department is quite lengthy and complex. Therefore, the committee believed it necessary to create a more accessible document for teacher and administrator use. The district will submit the original document to the State

Education Department for approval and that document will become available on the school website once it has been approved.

**Explanation of the State 20%, or 25% with Value Added Method for Grades 4-8 ELA and Math**

This portion of the APPR has been dictated by the state and is centered on student growth measured by state or regionally created assessments.

**-For Teachers of Grades 4-8 ELA and Math:**

-Teachers of grades 4-8 ELA and math will receive a state assigned growth score at the conclusion of the instructional year after all state tests are scored and evaluated. The only exception to this would be if a 4-8 teacher had less than 50% of their students in ELA or math. In this case, a SLO would be required (see following paragraph). This growth score will be out of 20, or 25 when value added measure is adopted by the state, and will factor into your annual composite score and rating. Your growth score is based upon your student’s achievement and growth over the academic year as assessed by state testing in ELA and/or math.

**-For all Other Teachers (K-3, 6-8 Social Studies and Science, all 9-12 Teachers, Foreign Language, Music, Technology, Library, Art, PE, Home and Careers, etc.):**

-Teachers in all other grades and areas EXCEPT grades 4-8 ELA and math must develop Student Learning Objectives for 51% of their students. At the beginning of the school year, teachers will develop pre-assessments to administer in order to obtain a base-line of student’s knowledge. From the pre-assessment, you will create a target for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). In order to measure growth and if students met the target you set forth at the beginning of the year, post-assessments must be given. If you teach a course that has a state assessment or Regents Exam at the end of the year, your post-assessment will be that test. If, however, your course does NOT have a state assessment or Regents Exam at the end of the year, you will use a GVEP/BOCES approved post-assessment. Once you receive scores for your post-assessment you will analyze the data to determine if your students met the target you set forth at the beginning of the year. The percentage of students reaching the target will then be converted to determine your State 20% score using the chart below:

|                  | Teacher score out of 20 | Percentage of Students who met the SLO Target Goal |
|------------------|-------------------------|--|
| Highly Effective | 20                      | 97%-100%   |
|                  | 19                      | 93%-96%  |
|                  | 18                      | 89%-92%  |
| Effective        | 17                      | 88%  |
|                  | 16                      | 87%  |
|                  | 15                      | 86%  |
|                  | 14                      | 85%  |
|                  | 13                      | 84%  |
|                  | 12                      | 83%  |
|                  | 11                      | 82%  |
|                  | 10                      | 81%  |
| Developing       | 9                       | 80%  |
|                  | 8                       | 78%-79%  |
|                  | 7                       | 76%-77%  |
|                  | 6                       | 74%-75%  |
|                  | 5                       | 72%-73%  |
|                  | 4                       | 70%-71%  |
| Ineffective      | 3                       | 68%-69%  |
|                  | 2                       | 57%-67%  |
|                  | 1                       | 46%-56%  |

|  |   |        |
|--|---|--------|
|  | 0 | 0%-45% |
|--|---|--------|

-Student Learning Objectives (SLOs) will be developed on October 5<sup>th</sup> at the scheduled Superintendent’s Conference Day. Prior to this conference day you must have pre-assessment data completed and an idea for a target goal for your students.

**Explanation of the Local 20% (15% for Grades 4-8 ELA & Math with Value Added Method)**

20% (or 15% with Value Added Method) of your annual composite score will be based upon measures that were negotiated by the APPR Committee. You will be given a score for this 20%, or 15%, of the plan using the average of the percentage of students passing state assessments during the 2012-2013 school year. K-5 teachers will be rated using 3<sup>rd</sup>-5<sup>th</sup> grade State Assessments in ELA and Math. 6-12 teachers will be rated using a combination of 6<sup>th</sup>-8<sup>th</sup> grade State Assessments in ELA and Math, as well as Regents Exams.

**-Local 20%, or 15% for Grades 4-5 ELA and Math with value added method, for Teachers K-5.**

-Passing Rates (percentage of students who score at levels 3 and 4) on the following state assessments will be averaged together when scores are released by the state:

- 3<sup>rd</sup> grade English Language Arts
- 3<sup>rd</sup> grade Math
- 4<sup>th</sup> grade English Language Arts
- 4<sup>th</sup> grade Math
- 5<sup>th</sup> grade English Language Arts
- 5<sup>th</sup> grade Math

-A score out of 20, or 15, will be given to each teacher. Teachers K-5 will be given a score based on the average percentage of students passing (3’s and 4’s) these six exams. (4<sup>th</sup>-5<sup>th</sup> ELA and Math teachers will get a score from the 15 point scale, below, when the State adopts the value added method.)

|                  | Teacher Score out of 20 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments |
|------------------|-------------------------|---|
| Highly Effective | 20                      | 88%-100%  |
|                  | 19                      | 75%-87%   |
|                  | 18                      | 62%-74%   |
| Effective        | 17                      | 60%-61%   |
|                  | 16                      | 58%-59%   |
|                  | 15                      | 56%-57%   |
|                  | 14                      | 55%   |
|                  | 13                      | 54%   |
|                  | 12                      | 53%   |
|                  | 11                      | 52%   |
|                  | 10                      | 51%   |
|                  | 9                       | 50%   |
| Developing       | 8                       | 49%   |
|                  | 7                       | 48%   |
|                  | 6                       | 46%-47%   |
|                  | 5                       | 44%-45%   |
|                  | 4                       | 42%-43%   |
|                  | 3                       | 40%-41%   |
| Ineffective      | 2                       | 30%-39%   |
|                  | 1                       | 21%-29%   |

|  |   |        |
|--|---|--------|
|  | 0 | 0%-20% |
|--|---|--------|

**Local 15% for ELA and Math Teachers in Grades 4 and 5 upon adoption of Value Added Method.**

|                         | Teacher Score out of 15 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments |
|-------------------------|-------------------------|---|
| <b>Highly Effective</b> | 15                      | 82%-100%  |
|                         | 14                      | 62%-81%   |
| <b>Effective</b>        | 13                      | 60%-61%   |
|                         | 12                      | 58%-59%   |
|                         | 11                      | 56%-57%   |
|                         | 10                      | 54%-55%   |
|                         | 9                       | 52%-53%   |
|                         | 8                       | 50%-51%   |
| <b>Developing</b>       | 7                       | 48%-49%   |
|                         | 6                       | 46%-47%   |
|                         | 5                       | 44%-45%   |
|                         | 4                       | 42%-43%   |
|                         | 3                       | 40%-41%   |
| <b>Ineffective</b>      | 2                       | 27%-39%   |
|                         | 1                       | 14%-26%   |
|                         | 0                       | 0%-13%  |

**-Local 20%, or 15% for Grades 6-8 ELA and Math with value added method, for Teachers 6-12.**

-The percentage of students who successfully pass each assessment listed below will be averaged together when scores are released by the state or when Regents Exams are graded:

- 6<sup>th</sup> grade ELA
- 6<sup>th</sup> grade Math
- 7<sup>th</sup> grade English Language Arts
- 7<sup>th</sup> grade Math
- 8<sup>th</sup> grade English Language Arts
- 8<sup>th</sup> grade Math
- Integrated Algebra Regents Exam
- Living Environment Regents Exam
- Global History and Geography Regents Exam
- United States History and Government Regents Exam
- English Language Arts Regents Exam

-A score out of 20, or 15 with value added method for Grades 6-8 ELA and Math, will be given to each teacher. Teachers 6-12 will be given a score based on the average percent of students passing the 11 exams. (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ELA and Math teachers will get a score from the 15 point scale, below, when the State adopts the value added method.)

|                  | Teacher Score out of 20 | Average Passing Rate on the State 6 <sup>th</sup> - 8 <sup>th</sup> ELA and Math Assessments (3s and 4s) and Regents Exams (65) |
|------------------|-------------------------|---|
| Highly Effective | 20                      | 91%-100%  |
|                  | 19                      | 81%-90%   |
|                  | 18                      | 71%-80%   |
| Effective        | 17                      | 69%-70%   |
|                  | 16                      | 67%-68%   |
|                  | 15                      | 65%-66%   |
|                  | 14                      | 63%-64%   |
|                  | 13                      | 61%-62%   |
|                  | 12                      | 60%   |
|                  | 11                      | 59%   |
|                  | 10                      | 58%   |
|                  | 9                       | 57%   |
| Developing       | 8                       | 56%   |
|                  | 7                       | 55%   |
|                  | 6                       | 54%   |
|                  | 5                       | 53%   |
|                  | 4                       | 52%   |
|                  | 3                       | 51%   |
| Ineffective      | 2                       | 41%-50%   |
|                  | 1                       | 21%-40%   |
|                  | 0                       | 0%-20%  |

**Local 15% for ELA and Math Teachers in Grades 6-8 upon adoption of Value Added Method.**

|                  | Teacher Score out of 15 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments and Regents (65) |
|------------------|-------------------------|--|
| Highly Effective | 15                      | 86%-100%   |
|                  | 14                      | 71%-85%  |
| Effective        | 13                      | 68%-70%  |
|                  | 12                      | 66%-67%  |
|                  | 11                      | 64%-65%  |
|                  | 10                      | 62%-63%  |
|                  | 9                       | 60%-61%  |
|                  | 8                       | 56%-59%  |
|                  | Developing              | 7  |
| 6                |                         | 54%  |
| 5                |                         | 53%  |
| 4                |                         | 52%  |

|                    |   |         |
|--------------------|---|---------|
|                    | 3 | 51%     |
| <b>Ineffective</b> | 2 | 41%-50% |
|                    | 1 | 21%-40% |
|                    | 0 | 0%-20%  |

### **Explanation of Other Measures 60%**

-60% of your annual composite score will be based on a combination of observations and a Domain Four meeting with your principal or supervisor.

**-Choices for Observation/Domain Four Meetings:**

-If you are a **non-tenured** teacher, your Other Measures 60% will be made up of the following components:

- 2 Formal Observations
- 3 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

-If you are a **tenured** teacher, you have two options to complete your Other Measures 60%:

**-Option A:**

- 1 Formal Observation
- 2 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

**-Option B:**

- 5 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

**-Explanation of Observations:**

-Dependent upon your tenure status in the district, you will have an option of observation formats. As per New York State Regulations, all teachers must be observed multiple times throughout the school year. You will be observed by your principal or supervisor via walk-through observations or formal observations. All observations will be assessed using the Danielson Revised Framework for Teachers, Domains 1-3.

**-Formal Observation:** This scheduled observation method is made up of a pre-observation meeting in which you and your principal/supervisor discuss the plans for a full period of classroom instruction. You are asked to complete a lesson plan write-up with accompanying documents for the pre-observation meeting (see forms that follow). Your principal/supervisor will observe the lesson at a time that is mutually agreed upon. Within five school days after the observation a post-observation meeting must be conducted. During the post-observation meeting you must provide a written reflection of your lesson (see forms that follow). Within three school days of the post-observation meeting, your principal/supervisor must provide you with the Formal Observation Form (see forms that follow). All formal observations must be completed by June 1<sup>st</sup>.

**-Walk-Through Observation:** This observation method is unscheduled and can happen any day or class period, **EXCEPT** the following days:

- no walk-through observations can be made before the first full week of school

-no walk-through observations can be made two days before or two days after a break of three or more school days (ie: large holiday breaks)

Walk-Through Observations are to last between ten and fifteen minutes. During the observation, your principal/supervisor will observe a portion of your lesson and fill out the Walk-Through Observation Form (see forms that follow). Every attempt will be made to return this form to the teacher within one school day. All Walk-Through Observations must be completed by May 1<sup>st</sup>.

**-Explanation of the Domain Four Meeting**

-Because Domain 4 of the Revised Danielson Framework for Teaching cannot be assessed fully via classroom observations, each teacher will meet with their principal/supervisor to discuss the components of this Domain. These meetings are intended to be a conversation between administrator and teacher. Teachers are strongly encouraged to bring evidence of Domain 4 components to the meeting. This is **NOT** a portfolio assignment, but rather a chance to show evidence as it relates to the components of Domain Four. During this meeting, your principal/supervisor will collect information in order to fill out the Domain 4 meeting form (see forms that follow). All Domain 4 meetings must be completed by May 1<sup>st</sup>.

**-How the 60% of your yearly Composite Score will be calculated:**

-Each observation and the Domain 4 Meeting will receive an average rating of each Danielson component that is observed/discussed during observations and meetings. From each observation and meeting your scores (each ranging from 1 to 4) will be averaged together and then converted using the scale below. The only exception to this is if a tenured teacher chooses Option A. If you choose Option A, your formal observation score will be added three times into the average.

|                         | <b>Total Average Score of all Observations and Domain 4 Meeting</b> | <b>Conversion Scores for the Overall Composite Score</b> |
|-------------------------|---|--|
| <b>Highly Effective</b> | 4   | 60.25 (round to 60)                                      |
|                         | 3.9   | 60   |
|                         | 3.8   | 59.8   |
|                         | 3.7   | 59.5   |
|                         | 3.6   | 59.3   |
|                         | 3.5   | 59   |
| <b>Effective</b>        | 3.4   | 58.8   |
|                         | 3.3   | 58.6   |
|                         | 3.2   | 58.4   |
|                         | 3.1   | 58.2   |
|                         | 3   | 58   |
|                         | 2.9   | 57.8   |
|                         | 2.8   | 57.6   |
|                         | 2.7   | 57.4   |
|                         | 2.6   | 57.2   |
|                         | 2.5   | 57   |
| <b>Developing</b>       | 2.4   | 56.3   |
|                         | 2.3   | 55.6   |
|                         | 2.2   | 54.9   |
|                         | 2.1   | 54.2   |
|                         | 2   | 53.5   |
|                         | 1.9   | 52.8   |
|                         | 1.8   | 52.1   |
|                         | 1.7   | 51.4   |
| 1.6                     | 50.7  |  |

|             |       |    |
|-------------|-------|----|
|             | 1.5   | 50 |
| Ineffective | 1.400 | 49 |
|             | 1.392 | 48 |
|             | 1.383 | 47 |
|             | 1.375 | 46 |
|             | 1.367 | 45 |
|             | 1.358 | 44 |
|             | 1.350 | 43 |
| Ineffective | 1.342 | 42 |
|             | 1.333 | 41 |
|             | 1.325 | 40 |
|             | 1.317 | 39 |
|             | 1.308 | 38 |
|             | 1.300 | 37 |
|             | 1.292 | 36 |
|             | 1.283 | 35 |
|             | 1.275 | 34 |
|             | 1.267 | 33 |
|             | 1.258 | 32 |
|             | 1.250 | 31 |
|             | 1.242 | 30 |
|             | 1.233 | 29 |
|             | 1.225 | 28 |
|             | 1.217 | 27 |
|             | 1.208 | 26 |
|             | 1.200 | 25 |
|             | 1.192 | 24 |
|             | 1.185 | 23 |
|             | 1.177 | 22 |
|             | 1.169 | 21 |
|             | 1.162 | 20 |
|             | 1.154 | 19 |
|             | 1.146 | 18 |
|             | 1.138 | 17 |
|             | 1.131 | 16 |
|             | 1.123 | 15 |
|             | 1.115 | 14 |
|             | 1.108 | 13 |
|             | 1.100 | 12 |
|             | 1.092 | 11 |
|             | 1.083 | 10 |
| 1.075       | 9     |    |
| 1.067       | 8     |    |
| 1.058       | 7     |    |
| 1.050       | 6     |    |
| 1.042       | 5     |    |
| 1.033       | 4     |    |
| 1.025       | 3     |    |
| 1.017       | 2     |    |

|  |       |   |
|--|-------|---|
|  | 1.008 | 1 |
|  | 1.000 | 0 |

\* Average Rubric score is the minimum score necessary to achieve the corresponding HEDI pt.

Name of Teacher: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

**Protocol for a Pre-Observation (Planning) Conference**  
***Teacher or Specialist***

1. To which part of your curriculum does this lesson relate?
  
2. How does this learning “fit” in the sequence of learning for this class?
  
3. Briefly describe the students in this class, including those with special needs. How will you differentiate instruction for different individuals or groups of students in the class?
  
4. What are your learning outcomes for this lesson? What do you want the students to understand?
  
5. How will you engage students in the learning?
  
6. How will you incorporate 21<sup>st</sup> Century learning skills in your lesson?
  
7. How will you incorporate Constructivist learning in your lesson?
  
8. How and when will you know whether the students have learned what you intend?
  
9. Is there anything that you would like me to specifically observe during the lesson?  

|  |  |  |
|--|--|--|
| <input type="checkbox"/> Questioning   | <input type="checkbox"/> Procedures            | <input type="checkbox"/> Pacing                |
| <input type="checkbox"/> Classroom Management                                | <input type="checkbox"/> Student Feedback      | <input type="checkbox"/> Assessment Techniques |
| <input type="checkbox"/> A particular instructional strategy (specify below) | <input type="checkbox"/> Other (specify below) |  |



**Warsaw Central Schools  
Formal Observation**

Teacher Name: \_\_\_\_\_

Date of Formal Observation: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

Time of Formal Observation: \_\_\_\_\_

Formal Observation #: \_\_\_\_\_

**Brief Description of Lesson or Classroom Activity:**

**Domains:**

|   | Domain Present in Formal Observation (Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|---|---|---|
| <b>Domain 1a:</b> Demonstrating Knowledge of Content and Pedagogy | 1 2 3 4   |   |
| <b>Domain 1b:</b> Demonstrating Knowledge of Students             | 1 2 3 4   |   |
| <b>Domain 1c:</b> Setting Instructional Outcomes                  | 1 2 3 4   |   |
| <b>Domain 1d:</b> Demonstrating Knowledge of Resources            | 1 2 3 4   |   |
| <b>Domain 1e:</b> Designing Coherent Instruction                  | 1 2 3 4   |   |
| <b>Domain 1f:</b> Designing Student Assessments                   | 1 2 3 4   |   |

|  | Domain Present in Formal Observation (Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|--|---|---|
| <b>Domain 2a:</b> Creating an environment of respect and rapport | 1 2 3 4   |   |
| <b>Domain 2b:</b> Establishing a culture for learning            | 1 2 3 4   |   |
| <b>Domain 2c:</b> Managing classroom procedures                  | 1 2 3 4   |   |
| <b>Domain 2d:</b> Managing student behavior                      | 1 2 3 4   |   |
| <b>Domain 2e:</b> Organizing physical space                      | 1 2 3 4   |   |

|  | <b>Domain Present in Formal Observation (Rate 1-4 based on Danielson rubric)</b> | <b>Description of the domain within the lesson/classroom observation</b> |
|--|--|--|
| <b>Domain 3a:</b> Communicating with Students                  | <b>1 2 3 4</b>   |  |
| <b>Domain 3b:</b> Using Questioning and Discussion Techniques  | <b>1 2 3 4</b>   |  |
| <b>Domain 3c:</b> Engaging Students in Learning                | <b>1 2 3 4</b>   |  |
| <b>Domain 3d:</b> Using Assessment in Instruction              | <b>1 2 3 4</b>   |  |
| <b>Domain 3e:</b> Demonstrating flexibility and responsiveness | <b>1 2 3 4</b>   |  |

Average score of domains present: \_\_\_\_\_ out of 4

**Talking Points for Post-Observation Meeting:**

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

**Warsaw Central Schools  
Walk-Through Observation  
(10 to 15 minutes)**

Teacher Name: \_\_\_\_\_  
Grade Level and Subject: \_\_\_\_\_

Date of Walk-Through: \_\_\_\_\_  
Time of Walk-Through: \_\_\_\_\_  
Walk Through Observation #: \_\_\_\_\_

|   |
|---|
| <b>Brief Description of Lesson or Classroom Activity:</b> |
|---|

**Domains:**

|   | Domain Present in Walk-Through<br>(Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|---|--|---|
| <b>Domain 1a:</b> Demonstrating Knowledge of Content and Pedagogy | 1 2 3 4  |   |
| <b>Domain 1b:</b> Demonstrating Knowledge of Students             | 1 2 3 4  |   |
| <b>Domain 1c:</b> Setting Instructional Outcomes                  | 1 2 3 4  |   |
| <b>Domain 1d:</b> Demonstrating Knowledge of Resources            | 1 2 3 4  |   |
| <b>Domain 1e:</b> Designing Coherent Instruction                  | 1 2 3 4  |   |
| <b>Domain 1f:</b> Designing Student Assessments                   | 1 2 3 4  |   |

|  | Domain Present in Walk-Through<br>(Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|--|--|---|
| <b>Domain 2a:</b> Creating an environment of respect and rapport | 1 2 3 4  |   |
| <b>Domain 2b:</b> Establishing a culture for learning            | 1 2 3 4  |   |
| <b>Domain 2c:</b> Managing classroom procedures                  | 1 2 3 4  |   |
| <b>Domain 2d:</b> Managing student behavior                      | 1 2 3 4  |   |
| <b>Domain 2e:</b> Organizing physical space                      | 1 2 3 4  |   |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|  | <b>Domain Present in Walk-Through (Rate 1-4 based on Danielson rubric)</b> | <b>Description of the domain within the lesson/classroom observation</b> |
|--|--|--|
| <b>Domain 3a:</b> Communicating with Students                  | <b>1 2 3 4</b>   |  |
| <b>Domain 3b:</b> Using Questioning and Discussion Techniques  | <b>1 2 3 4</b>   |  |
| <b>Domain 3c:</b> Engaging Students in Learning                | <b>1 2 3 4</b>   |  |
| <b>Domain 3d:</b> Using Assessment in Instruction              | <b>1 2 3 4</b>   |  |
| <b>Domain 3e:</b> Demonstrating flexibility and responsiveness | <b>1 2 3 4</b>   |  |

Average score of domains present: \_\_\_\_\_ out of 4

|                         |                   |
|-------------------------|-------------------|
| Administrator Comments: | Teacher Comments: |
|-------------------------|-------------------|

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

**Warsaw Central Schools  
Danielson Domain 4 Meeting**

Teacher Name: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

**\*\*Meeting to be completed in conjunction with an administrator no later than May 1\*\***

|   | Domain Present in Discussion<br>(Rate 1-4 based on Danielson rubric) | Description of domain completion<br>(from discussion and/or evidence presented) |
|---|--|---|
| <b>Domain 4a:</b> Reflecting on Teaching                    | <b>1 2 3 4</b>   |   |
| <b>Domain 4b:</b> Maintaining Accurate Records              | <b>1 2 3 4</b>   |   |
| <b>Domain 4c:</b> Communicating with Families               | <b>1 2 3 4</b>   |   |
| <b>Domain 4d:</b> Participating in a Professional Community | <b>1 2 3 4</b>   |   |
| <b>Domain 4e:</b> Growing and Developing Professionally     | <b>1 2 3 4</b>   |   |
| <b>Domain 4f:</b> Showing Professionalism                   | <b>1 2 3 4</b>   |   |

Average score of domains present: \_\_\_\_\_ out of 4

|                         |                   |
|-------------------------|-------------------|
| Administrator Comments: | Teacher Comments: |
|-------------------------|-------------------|

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

## End of Year Summative Meeting

As per New York State Regulations, each teacher is required to have an end of year summative meeting. This meeting is not included in your annual composite score or rating. Instead, this meeting is a conversation with your principal/supervisor to go over the ratings of your Other Measures 60% and/or any concerns regarding teacher performance. This summative meeting must take place by the end of the school year in June. Should all observations that are part of the Other Measures 60% be complete by the Domain Four Meeting (by May 1<sup>st</sup>), the teacher and principal/supervisor may mutually agree to complete this Summative Meeting during the Domain Four meeting.

## Annual Composite Score and Rating

Your annual composite score will be calculated by adding your scores together from the State 20% or 25% with value added method, the Local 20% or 15% with value added method and Other Measures 60%. From your composite score, a rating of Highly Effective, Effective, Developing or Ineffective will be assigned.

|                         |        |
|-------------------------|--------|
| Highly Effective Rating | 91-100 |
| Effective Rating        | 75-90  |
| Developing Rating       | 65-74  |
| Ineffective Rating      | 0-64   |

Your annual composite score and rating will become available when all state testing data has been returned to the school district by the Department of Education (usually in August). Once test scores have become available, your principal/supervisor will determine your annual composite score and rating. Your score and rating will be mailed to you between the middle of August and beginning of September. If you have any questions you may contact your principal/supervisor and set up a meeting to discuss your composite score and rating.

## Teacher Improvement Plan (TIP)

If a teacher receives an annual composite score which results in them being rated as “developing” or “ineffective” through the Annual Professional Performance Review, a Teacher Improvement Plan (TIP) shall be developed by the teacher, supervisor and others who are jointly determined by the district and Warsaw Educator’s Association. A TIP must be implemented no later than 10 school days after the date on which students are required to report for the opening of classes for the school year. The TIP will define specific standards-based goals that a teacher must make progress toward attaining within a specific period of time. The TIP will include:

- The identification of areas that need improvement
  - Differentiated activities to support improvements in these areas
  - A timeline for achieving improvement, with the following individuals present at all meetings: teacher, supervisor and union representative
    - An initial meeting to discuss the areas in need of improvement
    - A follow up meeting(s) to monitor the progress of the teacher
  - The manner in which achievement will be assessed
  - The plan will clearly describe the professional learning activities that the teacher must complete. These activities should be connected directly to the areas needing improvement.
  - The additional assistance and support that the teacher will receive will be clearly stated in the TIP.
- Please see the attached TIP form that will be completed should a TIP need to be implemented.

## Teacher Improvement Plan (TIP) Form

(To be completed jointly by the teacher and the administrator)

Name: \_\_\_\_\_

School: \_\_\_\_\_

TIP is based on composite score from \_\_\_\_\_ school year →

Grade/Subject: \_\_\_\_\_

School year TIP will be implemented: \_\_\_\_\_ →

Grade/Subject: \_\_\_\_\_

Date of initial TIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

**Teacher Comments:**

**Administrator Comments:**

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN<br>(Description of Steps to be taken) | TIMELINE | EVIDENCE OF PROGRESS |
|-----------------------------|---|----------|----------------------|
|                             |   |          |                      |
|                             |   |          |                      |
|                             |   |          |                      |

| -To be signed when Teacher Improvement Plan is initiated: | Action Steps Completed         | Satisfactory Progress          |
|---|--------------------------------|--------------------------------|
| Teacher Signature: _____ Date _____                       | <b>CIRCLE: YES NO</b>          | <b>CIRCLE: YES NO</b>          |
| Union Representative Signature: _____ Date _____          | Teacher Initials/Date: _____   | Teacher Initials/Date: _____   |
| Administrator Signature: _____ Date _____                 | Union Rep Initials/Date: _____ | Union Rep Initials/Date: _____ |
| Superintendent Signature: _____ Date _____                | Admin. Initials/Date: _____    | Admin. Initials/Date: _____    |
|   | Super. Initials/Date: _____    | Super. Initials/Date: _____    |

## Appeals Process

Appeals of Annual Professional Performance Reviews are limited to those that receive an annual composite rating of Ineffective or Developing only. A teacher CANNOT appeal a rating of Effective or Highly Effective. Appeals are limited to the following subjects:

- the substance of the APPR and rating given
- the district's adherence to the standards and methodologies required for such reviews
- adherence to the commissioner's regulations
- the district's compliance with its procedures for conducting the APPR
- the school district's issuance or implementation of the terms of the Teacher Improvement Plan under Education Law 3012-c

If a teacher receives an Ineffective or Developing rating, he or she may file only one appeal. All points for appeal must be written in one document. All appeals must be submitted in writing within 15 school days following the beginning of the school year, or by September 21, whichever is later. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her annual composite score. The teacher must also provide any additional documents or materials relevant to the appeal.

Within 15 school days of the receipt of an appeal, the Superintendent must hold a meeting with the person filing the appeal. The person filing the appeal may request the presence of union representatives at this meeting.

The final decision of the appeal will be made by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The response must include any and all additional documents or written materials specific to the points of disagreement. This written document must be submitted to the teacher appealing their rating, as well as the Warsaw Educator's Association President. All appeal decisions made by the superintendent, or superintendent's designee are final.

## 2012-2013 APPR Evaluation Method Selection

(to be submitted to your building principal/supervisor by FRIDAY SEPTEMBER 7, 2012)

Name: \_\_\_\_\_

Subject Area and Grade Levels: \_\_\_\_\_

**Directions:** Select 1 (ONE) of the options below. Non-Tenured teachers must choose the non-tenured teacher option. Tenured Teachers have the choice of Tenured Teacher Option A or Tenured Teacher Option B.

### NON-TENURED TEACHER EVALUATION

-2 Formal Observations

-3 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

### TENURED TEACHER: OPTION A

-1 Formal Observation

-2 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

### TENURED TEACHER: OPTION B

-5 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

\*All observations and meetings will be done using the Revised Danielson Framework for Teaching Rubric

\*The supervisor and staff member must mutually agree upon the observation method selected.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Warsaw Central School District APPR for Principals

## OTHER MEASURES (60%)

### I. School Visits

- A. The Superintendent will make a minimum of two visits to the principal's school for at least one hour each school year for the purpose of gathering evidence to support performance expectations as outlined in the agreed upon Rubric in this Agreement.
- B. One of the visits from the Superintendent will be unannounced which shall occur between October 1<sup>st</sup> and April 1<sup>st</sup>. The Superintendent will meet during the visit or within five (5) business days after the unannounced visit with the principal to provide feedback on the evidence gathered during the visit. During the unannounced visit, the Superintendent will shadow the principal.
- C. The principal shall invite the Superintendent to one announced visit and schedule the visit in collaboration with the Superintendent. The principal shall review with the Superintendent at the beginning of the visit the intended evidence to be provided. The Superintendent will meet during the visit or within five (5) business days after the announced visit with the principal to provide feedback on the evidence gathered during the visit.

### II. Structured Evidence Gathering

- A. The Superintendent shall schedule and meet once during the school year with the principal for the purpose of reviewing formative and summative assessment data for the principal's school. The principal shall compile and organize their school data for review. The principal will be responsible for leading the discussion through analysis of the data and reflection on what leadership actions are being taken in light of the data.
- B. The principal may submit to the Superintendent a portfolio of evidence benchmarked against the principal practice rubric. The format of the portfolio shall be at the discretion of the principal. The Superintendent must establish a submission date for the portfolio which shall be no later than ten (10) business days prior to the date that the Superintendent's annual evaluation on "Other Measures" is due.

### III. Principal Practice Rubric

- A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
- B. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.
- C. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:
  - Domain 1-Shared Vision of Learning: **10 points**
  - Domain 2-School Culture and Instructional Program: **20 points**
  - Domain 3-Safe, Efficient, Effective Learning Environment: **10 points**
  - Domain 4-Community: **5 points**
  - Domain 5-Integrity, Fairness, and Ethics: **10 points**
  - Domain 6-Political, Social, Economic, Legal and Cultural Context: **5 points**
- D. The Superintendent shall meet with principals as a group prior to the opening of school to discuss and share with the principals the expected evidence for each rating of each domain in the Rubric in accordance with the State issued Standards in E. of this section.

E. The following will be used in determining HEDI for Other Measures and the use of the Multidimensional Rubric.

| <b>Standards for Rating Categories</b> | <b>Other Measures of Effectiveness (Teacher and Leader Standards)</b>        |
|--|--|
| <b>Highly Effective</b>                | Overall performance and results exceed standards.                            |
| <b>Effective</b>                       | Overall performance and results meet standards.                              |
| <b>Developing</b>                      | Overall performance and results need improvement in order to meet standards. |
| <b>Ineffective</b>                     | Overall performance and results do not meet standards.                       |

C. See Appendix A “Scoring Bands for Multidimensional Rubric” which outlines the number of points to be assigned to the principal’s Other Measures component of APPR by the Superintendent. The Superintendent shall assign a point value for each Domain in accordance with Appendix A once the Superintendent has determined the HEDI designation for each Domain.

See Appendix A “Conversion Chart for 60% Other Measures (Rubric) which presents the APPR composite score based on the total number of points earned on the Multidimensional Rubric. In addition, the HEDI rating is presented based on the composite score converted from the total number of points earned on the Multidimensional Rubric.

**V. Timelines and Deadlines**

- A. Prior to July 15<sup>th</sup> annually, the Superintendent shall schedule and conduct a group meeting with all principals for the purpose of reviewing the terms and conditions of this Plan, the procedures, processes, and timelines for the execution of the Plan. The Association President, if not a principal, shall be invited to attend this meeting.
- B. Between January 1<sup>st</sup> and January 30<sup>th</sup>, the Superintendent shall schedule and conduct a Mid-Year Assessment meeting with each principal. The purpose of the meeting is for the Superintendent to identify any performance concerns based on evidence gathered or the lack of evidence gathered with the principal since July 1<sup>st</sup> of the preceding calendar year. The principal shall not be required to present any data or evidence during this meeting; however, the principal may respond to the concerns of the Superintendent. Within ten (10) business days after the Mid-Year Assessment meeting, the Superintendent shall provide to the principal in writing a summary of the Mid-Year Assessment. This document shall not be placed in the principal’s District personnel file, but rather shall be considered a written communication between the principal and Superintendent for professional development purposes. The summary may be submitted as evidence during any appeal process or hearing related to APPR.
- C. Prior to June 15<sup>th</sup>, the Superintendent shall schedule and conduct a Pre-Assessment Meeting. The purpose of the Pre-Assessment Meeting is for the principal to present at his/her discretion additional evidence against the principal practice rubric.

- D. By June 30<sup>th</sup>, the Superintendent shall present to the principal all completed components of the APPR for that school year. When all data is known by the District, within ten (10) business days the complete APPR assessment will be presented to the principal.

**VI. Principal Improvement Plan**

- A. Upon rating a principal as ineffective or developing, a Principal Improvement Plan (PIP) designed to rectify perceived or demonstrated deficiencies shall be developed and commenced no later than ten (10) school days after the start of the student school year. The Lead Evaluator for the principal, in conjunction with the principal, shall develop an improvement plan that contains:
1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
  2. Specific improvement goal/outcome statements.
  3. Specific improvement action steps/activities.
  4. A reasonable time line for achieving improvement.
  5. Required and accessible resources.
  6. A formative evaluation process documenting meetings scheduled monthly throughout the year to assess progress. These meetings shall be scheduled by the Lead Evaluator. A written summary of feedback by the Lead Evaluator on progress shall be given within ten (10) business days of each meeting.
  7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
  8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
- B. The Superintendent shall present a PIP consistent with the rubrics in (A) of this section and present it to the principal no later than ten (10) business days after the start of the student school year. The Superintendent will schedule a work session with the principal prior to the start of the school year to review and discuss the plan and to consider input from the principal.
- C. The formal, final written summative assessment in A.8 of this section shall be completed and reviewed with the principal by June 1<sup>st</sup>.
- D. Performance on the PIP does not guarantee a specific rating on the current year appraisal.

# Principal Improvement Plan (PIP) Form

(To be completed jointly by the principal and the superintendent)

Name: \_\_\_\_\_

School: \_\_\_\_\_

PIP is based on composite score from \_\_\_\_\_ school year →

Grade/Subject: \_\_\_\_\_

School year PIP will be implemented: \_\_\_\_\_ →

Grade/Subject: \_\_\_\_\_

Date of initial PIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

**Principal Comments:**

**Superintendent Comments:**

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN<br>(Description of Steps to be taken) | TIMELINE | EVIDENCE OF PROGRESS |
|-----------------------------|---|----------|----------------------|
|                             |   |          |                      |
|                             |   |          |                      |
|                             |   |          |                      |

|  |   |   |
|--|---|---|
| <p style="text-align: center;"><b>-To be signed when Principal Improvement Plan is initiated:</b></p> <p>Principal Signature: _____ Date _____</p> <p>Superintendent Signature: _____ Date _____</p> | <p style="text-align: center;"><b>Action Steps Completed</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Princ. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> | <p style="text-align: center;"><b>Satisfactory Progress</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Princ.. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> |
|--|---|---|

## VII. Appeals Process

- A. Appeals are limited to those identified by Education Law §3012-c, as follows:
  1. The substance of the annual professional performance review;
  2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
  3. The adherence to the Commissioner's regulations, as applicable to such reviews;
  4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
  5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.
- B. Appeals of annual professional performance reviews for tenured principals may be brought for ineffective, developing or any rating tied to compensation. Appeals of annual professional performance reviews for non-tenured principals may be brought for ineffective or any rating tied to compensation.
- C. 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.
- D. The burden shall be on the principals to establish evidence that the rating given was not justified or that an improvement plan was inappropriately issued and/or implemented.
- E. All appeals shall be filed in writing and submitted to the Superintendent's Office with receipt provided by the Superintendent's Office.
- F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.
- G. 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.
- H. When filing an appeal, the principal must submit a written description of the specific areas of 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.
- I. 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.
- J. Within five (5) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of approved hearing officers, the Superintendent and Association President shall at the beginning of the school year mutually agree upon no less than two and no more than four hearing officers. The hearing officer for a specific appeal hearing will be assigned by lottery from this list.
- K. The hearing officer shall review the documents submitted by the principal and the District. The appeal shall be based on the written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and any additional documentary evidence submitted with such response papers.

- L. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the review of the documents. Such decision shall be a final administrative decision. 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 or set aside a district’s rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.
- M. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a 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.
- N. If the appeal is denied, the District and principal shall share the cost of the hearing officer provided that the total cost does not exceed \$400. If the appeal is sustained, the District shall pay the cost of the hearing officer.
- O. 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.
- P. 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 her/his right to file an appeal.

**VIII. Local Student Performance Measures**

Principals shall receive scores and ratings for local student performance measures for 2012-2013 using the same measures, scoring bands, and conversion charts as agreed to by the teachers. Grades K-5 will be used for the Elementary School Principal and grades 6-12 for the Secondary School Principal.

**IX. Overall Evaluation Summary**

For principals for whom there is no SED approved Value-Added measure of student growth the scoring ranges shall be:

| <b>HEDI</b>      | <b>State</b> | <b>Local</b> | <b>Other Measures (Rubric)</b> | <b>Composite Score</b> |
|------------------|--------------|--------------|--------------------------------|------------------------|
| Highly Effective | 18-20        | 18-20        | 59-60                          | 91-100                 |
| Effective        | 9-17         | 9-17         | 57-58                          | 75-90                  |
| Developing       | 3-8          | 3-8          | 50-56                          | 65-74                  |
| Ineffective      | 0-2          | 0-2          | 0-49                           | 0-64                   |

For principals for whom there is a SED approved Value-Added measure of student growth the scoring ranges shall be:

| <b>HEDI</b>      | <b>State</b> | <b>Local</b> | <b>Other Measures (Rubric)</b> | <b>Composite Score</b> |
|------------------|--------------|--------------|--------------------------------|------------------------|
| Highly Effective | 22-25        | 14-15        | 59-60                          | 91-100                 |
| Effective        | 10-21        | 8-13         | 57-58                          | 75-90                  |
| Developing       | 3-9          | 3-7          | 50-56                          | 65-74                  |
| Ineffective      | 0-2          | 0-2          | 0-49                           | 0-64                   |

Warsaw Central Schools

**Guide to the Annual Professional Performance  
Review**



**2012-2013**

**Teachers and Principals**

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## Introduction to the 2012-2013 APPR Plan

The goal of this document is to present an outline of the Annual Professional Performance Review (APPR) which is consistent with the new education laws of the State of New York (3012-c) and the Commissioner of Education's regulations. This plan is set forth by the Warsaw Central School District in order to comply with the mandates of the law. The development of this plan began in November 2011. The APPR committee met to develop the APPR plan to present to the district and the Warsaw Educator's Association. The committee was composed of four WEA representatives and four district representatives. The committee worked collaboratively to develop an outline of the APPR plan based on the multiple measures of the new requirements under the law.

### Members of the APPR Committee

Mrs. Jennifer Bertrand, 3<sup>rd</sup> Grade Teacher  
Dr. Valerie Burke, Superintendent of Schools  
Mr. Thomas A. Cox, Interim Superintendent of Schools  
Mrs. Ruth Ann Fultz, Middle School Math and Spanish Teacher  
Mr. Michael Leone, Genesee Valley Educational Partnership Legal Counsel  
Mrs. Elizabeth McGary, High School Social Studies Teacher  
Mrs. Kimberly Monahan, Director of Curriculum and Instruction  
Mr. Shawn Monahan, NYSUT Labor Relations Specialist  
Mr. Steve Saxton, Elementary School Principal

This APPR procedure will result in teachers of the Warsaw Central School District receiving an annual composite effectiveness score, which will result in a rating of Highly Effective, Effective, Developing or Ineffective. This composite score and rating will be determined by the following multiple measures:

**-State 20%:** This portion of the plan is based upon student growth measured by State assessments or student learning objectives developed from comparable regional assessments. Upon SED's adoption of the value added method in Grades 4-8 ELA and Math teachers will receive a state score out of 25%.

**-Local 20%:** This portion of the plan is based upon measures that were agreed upon by the APPR committee. In this APPR plan, teachers throughout the district will be given a rating based upon the average of the percentage of students passing state assessments given during the 2012-2013 school year. Upon SED's adoption of the value added method in Grades 4-8 ELA and Math teachers will receive a local score out of 15%.

**-Other Measures 60%:** This portion of the plan includes teacher observations by school administrators. Each teacher will be observed multiple times throughout the school year via walk-through observations and/or formal observations. These observations will be made using the Revised Danielson Framework for Teachers. In addition, teachers will meet with their administrator to discuss/show evidence so that they can be rated on the components of Domain Four of the Danielson Framework.

All portions of this plan will be explained in the pages that follow.

Please note that this document is a user-friendly summary of the APPR plan for teachers and administrators in the Warsaw Central School District. The document that will be submitted to the State Education Department is quite lengthy and complex. Therefore, the committee believed it necessary to create a more accessible document for teacher and administrator use. The district will submit the original document to the State

Education Department for approval and that document will become available on the school website once it has been approved.

**Explanation of the State 20%, or 25% with Value Added Method for Grades 4-8 ELA and Math**

This portion of the APPR has been dictated by the state and is centered on student growth measured by state or regionally created assessments.

**-For Teachers of Grades 4-8 ELA and Math:**

-Teachers of grades 4-8 ELA and math will receive a state assigned growth score at the conclusion of the instructional year after all state tests are scored and evaluated. The only exception to this would be if a 4-8 teacher had less than 50% of their students in ELA or math. In this case, a SLO would be required (see following paragraph). This growth score will be out of 20, or 25 when value added measure is adopted by the state, and will factor into your annual composite score and rating. Your growth score is based upon your student’s achievement and growth over the academic year as assessed by state testing in ELA and/or math.

**-For all Other Teachers (K-3, 6-8 Social Studies and Science, all 9-12 Teachers, Foreign Language, Music, Technology, Library, Art, PE, Home and Careers, etc.):**

-Teachers in all other grades and areas EXCEPT grades 4-8 ELA and math must develop Student Learning Objectives for 51% of their students. At the beginning of the school year, teachers will develop pre-assessments to administer in order to obtain a base-line of student’s knowledge. From the pre-assessment, you will create a target for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). In order to measure growth and if students met the target you set forth at the beginning of the year, post-assessments must be given. If you teach a course that has a state assessment or Regents Exam at the end of the year, your post-assessment will be that test. If, however, your course does NOT have a state assessment or Regents Exam at the end of the year, you will use a GVEP/BOCES approved post-assessment. Once you receive scores for your post-assessment you will analyze the data to determine if your students met the target you set forth at the beginning of the year. The percentage of students reaching the target will then be converted to determine your State 20% score using the chart below:

|                  | Teacher score out of 20 | Percentage of Students who met the SLO Target Goal |
|------------------|-------------------------|--|
| Highly Effective | 20                      | 97%-100%   |
|                  | 19                      | 93%-96%  |
|                  | 18                      | 89%-92%  |
| Effective        | 17                      | 88%  |
|                  | 16                      | 87%  |
|                  | 15                      | 86%  |
|                  | 14                      | 85%  |
|                  | 13                      | 84%  |
|                  | 12                      | 83%  |
|                  | 11                      | 82%  |
|                  | 10                      | 81%  |
| Developing       | 9                       | 80%  |
|                  | 8                       | 78%-79%  |
|                  | 7                       | 76%-77%  |
|                  | 6                       | 74%-75%  |
|                  | 5                       | 72%-73%  |
|                  | 4                       | 70%-71%  |
| Ineffective      | 3                       | 68%-69%  |
|                  | 2                       | 57%-67%  |
|                  | 1                       | 46%-56%  |

|  |   |        |
|--|---|--------|
|  | 0 | 0%-45% |
|--|---|--------|

-Student Learning Objectives (SLOs) will be developed on October 5<sup>th</sup> at the scheduled Superintendent’s Conference Day. Prior to this conference day you must have pre-assessment data completed and an idea for a target goal for your students.

**Explanation of the Local 20% (15% for Grades 4-8 ELA & Math with Value Added Method)**

20% (or 15% with Value Added Method) of your annual composite score will be based upon measures that were negotiated by the APPR Committee. You will be given a score for this 20%, or 15%, of the plan using the average of the percentage of students passing state assessments during the 2012-2013 school year. K-5 teachers will be rated using 3<sup>rd</sup>-5<sup>th</sup> grade State Assessments in ELA and Math. 6-12 teachers will be rated using a combination of 6<sup>th</sup>-8<sup>th</sup> grade State Assessments in ELA and Math, as well as Regents Exams.

**-Local 20%, or 15% for Grades 4-5 ELA and Math with value added method, for Teachers K-5.**

-Passing Rates (percentage of students who score at levels 3 and 4) on the following state assessments will be averaged together when scores are released by the state:

- 3<sup>rd</sup> grade English Language Arts
- 3<sup>rd</sup> grade Math
- 4<sup>th</sup> grade English Language Arts
- 4<sup>th</sup> grade Math
- 5<sup>th</sup> grade English Language Arts
- 5<sup>th</sup> grade Math

-A score out of 20, or 15, will be given to each teacher. Teachers K-5 will be given a score based on the average percentage of students passing (3’s and 4’s) these six exams. (4<sup>th</sup>-5<sup>th</sup> ELA and Math teachers will get a score from the 15 point scale, below, when the State adopts the value added method.)

|                  | Teacher Score out of 20 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments |
|------------------|-------------------------|---|
| Highly Effective | 20                      | 88%-100%  |
|                  | 19                      | 75%-87%   |
|                  | 18                      | 62%-74%   |
| Effective        | 17                      | 60%-61%   |
|                  | 16                      | 58%-59%   |
|                  | 15                      | 56%-57%   |
|                  | 14                      | 55%   |
|                  | 13                      | 54%   |
|                  | 12                      | 53%   |
|                  | 11                      | 52%   |
|                  | 10                      | 51%   |
|                  | 9                       | 50%   |
| Developing       | 8                       | 49%   |
|                  | 7                       | 48%   |
|                  | 6                       | 46%-47%   |
|                  | 5                       | 44%-45%   |
|                  | 4                       | 42%-43%   |
|                  | 3                       | 40%-41%   |
| Ineffective      | 2                       | 30%-39%   |
|                  | 1                       | 21%-29%   |

|  |   |        |
|--|---|--------|
|  | 0 | 0%-20% |
|--|---|--------|

**Local 15% for ELA and Math Teachers in Grades 4 and 5 upon adoption of Value Added Method.**

|                         | Teacher Score out of 15 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments |
|-------------------------|-------------------------|---|
| <b>Highly Effective</b> | 15                      | 82%-100%  |
|                         | 14                      | 62%-81%   |
| <b>Effective</b>        | 13                      | 60%-61%   |
|                         | 12                      | 58%-59%   |
|                         | 11                      | 56%-57%   |
|                         | 10                      | 54%-55%   |
|                         | 9                       | 52%-53%   |
|                         | 8                       | 50%-51%   |
| <b>Developing</b>       | 7                       | 48%-49%   |
|                         | 6                       | 46%-47%   |
|                         | 5                       | 44%-45%   |
|                         | 4                       | 42%-43%   |
|                         | 3                       | 40%-41%   |
| <b>Ineffective</b>      | 2                       | 27%-39%   |
|                         | 1                       | 14%-26%   |
|                         | 0                       | 0%-13%  |

**-Local 20%, or 15% for Grades 6-8 ELA and Math with value added method, for Teachers 6-12.**

-The percentage of students who successfully pass each assessment listed below will be averaged together when scores are released by the state or when Regents Exams are graded:

- 6<sup>th</sup> grade ELA
- 6<sup>th</sup> grade Math
- 7<sup>th</sup> grade English Language Arts
- 7<sup>th</sup> grade Math
- 8<sup>th</sup> grade English Language Arts
- 8<sup>th</sup> grade Math
- Integrated Algebra Regents Exam
- Living Environment Regents Exam
- Global History and Geography Regents Exam
- United States History and Government Regents Exam
- English Language Arts Regents Exam

-A score out of 20, or 15 with value added method for Grades 6-8 ELA and Math, will be given to each teacher. Teachers 6-12 will be given a score based on the average percent of students passing the 11 exams. (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ELA and Math teachers will get a score from the 15 point scale, below, when the State adopts the value added method.)

|                  | Teacher Score out of 20 | Average Passing Rate on the State 6 <sup>th</sup> - 8 <sup>th</sup> ELA and Math Assessments (3s and 4s) and Regents Exams (65) |
|------------------|-------------------------|---|
| Highly Effective | 20                      | 91%-100%  |
|                  | 19                      | 81%-90%   |
|                  | 18                      | 71%-80%   |
| Effective        | 17                      | 69%-70%   |
|                  | 16                      | 67%-68%   |
|                  | 15                      | 65%-66%   |
|                  | 14                      | 63%-64%   |
|                  | 13                      | 61%-62%   |
|                  | 12                      | 60%   |
|                  | 11                      | 59%   |
|                  | 10                      | 58%   |
|                  | 9                       | 57%   |
| Developing       | 8                       | 56%   |
|                  | 7                       | 55%   |
|                  | 6                       | 54%   |
|                  | 5                       | 53%   |
|                  | 4                       | 52%   |
|                  | 3                       | 51%   |
| Ineffective      | 2                       | 41%-50%   |
|                  | 1                       | 21%-40%   |
|                  | 0                       | 0%-20%  |

**Local 15% for ELA and Math Teachers in Grades 6-8 upon adoption of Value Added Method.**

|                  | Teacher Score out of 15 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments and Regents (65) |
|------------------|-------------------------|--|
| Highly Effective | 15                      | 86%-100%   |
|                  | 14                      | 71%-85%  |
| Effective        | 13                      | 68%-70%  |
|                  | 12                      | 66%-67%  |
|                  | 11                      | 64%-65%  |
|                  | 10                      | 62%-63%  |
|                  | 9                       | 60%-61%  |
|                  | 8                       | 56%-59%  |
|                  | Developing              | 7  |
| 6                |                         | 54%  |
| 5                |                         | 53%  |
| 4                |                         | 52%  |

|                    |   |         |
|--------------------|---|---------|
|                    | 3 | 51%     |
| <b>Ineffective</b> | 2 | 41%-50% |
|                    | 1 | 21%-40% |
|                    | 0 | 0%-20%  |

### **Explanation of Other Measures 60%**

-60% of your annual composite score will be based on a combination of observations and a Domain Four meeting with your principal or supervisor.

**-Choices for Observation/Domain Four Meetings:**

-If you are a **non-tenured** teacher, your Other Measures 60% will be made up of the following components:

- 2 Formal Observations
- 3 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

-If you are a **tenured** teacher, you have two options to complete your Other Measures 60%:

**-Option A:**

- 1 Formal Observation
- 2 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

**-Option B:**

- 5 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

**-Explanation of Observations:**

-Dependent upon your tenure status in the district, you will have an option of observation formats. As per New York State Regulations, all teachers must be observed multiple times throughout the school year. You will be observed by your principal or supervisor via walk-through observations or formal observations. All observations will be assessed using the Danielson Revised Framework for Teachers, Domains 1-3.

**-Formal Observation:** This scheduled observation method is made up of a pre-observation meeting in which you and your principal/supervisor discuss the plans for a full period of classroom instruction. You are asked to complete a lesson plan write-up with accompanying documents for the pre-observation meeting (see forms that follow). Your principal/supervisor will observe the lesson at a time that is mutually agreed upon. Within five school days after the observation a post-observation meeting must be conducted. During the post-observation meeting you must provide a written reflection of your lesson (see forms that follow). Within three school days of the post-observation meeting, your principal/supervisor must provide you with the Formal Observation Form (see forms that follow). All formal observations must be completed by June 1<sup>st</sup>.

**-Walk-Through Observation:** This observation method is unscheduled and can happen any day or class period, **EXCEPT** the following days:

- no walk-through observations can be made before the first full week of school

-no walk-through observations can be made two days before or two days after a break of three or more school days (ie: large holiday breaks)

Walk-Through Observations are to last between ten and fifteen minutes. During the observation, your principal/supervisor will observe a portion of your lesson and fill out the Walk-Through Observation Form (see forms that follow). Every attempt will be made to return this form to the teacher within one school day. All Walk-Through Observations must be completed by May 1<sup>st</sup>.

**-Explanation of the Domain Four Meeting**

-Because Domain 4 of the Revised Danielson Framework for Teaching cannot be assessed fully via classroom observations, each teacher will meet with their principal/supervisor to discuss the components of this Domain. These meetings are intended to be a conversation between administrator and teacher. Teachers are strongly encouraged to bring evidence of Domain 4 components to the meeting. This is **NOT** a portfolio assignment, but rather a chance to show evidence as it relates to the components of Domain Four. During this meeting, your principal/supervisor will collect information in order to fill out the Domain 4 meeting form (see forms that follow). All Domain 4 meetings must be completed by May 1<sup>st</sup>.

**-How the 60% of your yearly Composite Score will be calculated:**

-Each observation and the Domain 4 Meeting will receive an average rating of each Danielson component that is observed/discussed during observations and meetings. From each observation and meeting your scores (each ranging from 1 to 4) will be averaged together and then converted using the scale below. The only exception to this is if a tenured teacher chooses Option A. If you choose Option A, your formal observation score will be added three times into the average.

|                         | <b>Total Average Score of all Observations and Domain 4 Meeting</b> | <b>Conversion Scores for the Overall Composite Score</b> |
|-------------------------|---|--|
| <b>Highly Effective</b> | 4   | 60.25 (round to 60)                                      |
|                         | 3.9   | 60   |
|                         | 3.8   | 59.8   |
|                         | 3.7   | 59.5   |
|                         | 3.6   | 59.3   |
|                         | 3.5   | 59   |
| <b>Effective</b>        | 3.4   | 58.8   |
|                         | 3.3   | 58.6   |
|                         | 3.2   | 58.4   |
|                         | 3.1   | 58.2   |
|                         | 3   | 58   |
|                         | 2.9   | 57.8   |
|                         | 2.8   | 57.6   |
|                         | 2.7   | 57.4   |
|                         | 2.6   | 57.2   |
|                         | 2.5   | 57   |
| <b>Developing</b>       | 2.4   | 56.3   |
|                         | 2.3   | 55.6   |
|                         | 2.2   | 54.9   |
|                         | 2.1   | 54.2   |
|                         | 2   | 53.5   |
|                         | 1.9   | 52.8   |
|                         | 1.8   | 52.1   |
|                         | 1.7   | 51.4   |
| 1.6                     | 50.7  |  |

|             |       |    |
|-------------|-------|----|
|             | 1.5   | 50 |
| Ineffective | 1.400 | 49 |
|             | 1.392 | 48 |
|             | 1.383 | 47 |
|             | 1.375 | 46 |
|             | 1.367 | 45 |
|             | 1.358 | 44 |
|             | 1.350 | 43 |
| Ineffective | 1.342 | 42 |
|             | 1.333 | 41 |
|             | 1.325 | 40 |
|             | 1.317 | 39 |
|             | 1.308 | 38 |
|             | 1.300 | 37 |
|             | 1.292 | 36 |
|             | 1.283 | 35 |
|             | 1.275 | 34 |
|             | 1.267 | 33 |
|             | 1.258 | 32 |
|             | 1.250 | 31 |
|             | 1.242 | 30 |
|             | 1.233 | 29 |
|             | 1.225 | 28 |
|             | 1.217 | 27 |
|             | 1.208 | 26 |
|             | 1.200 | 25 |
|             | 1.192 | 24 |
|             | 1.185 | 23 |
|             | 1.177 | 22 |
|             | 1.169 | 21 |
|             | 1.162 | 20 |
|             | 1.154 | 19 |
|             | 1.146 | 18 |
|             | 1.138 | 17 |
|             | 1.131 | 16 |
|             | 1.123 | 15 |
|             | 1.115 | 14 |
|             | 1.108 | 13 |
|             | 1.100 | 12 |
|             | 1.092 | 11 |
|             | 1.083 | 10 |
| 1.075       | 9     |    |
| 1.067       | 8     |    |
| 1.058       | 7     |    |
| 1.050       | 6     |    |
| 1.042       | 5     |    |
| 1.033       | 4     |    |
| 1.025       | 3     |    |
| 1.017       | 2     |    |

|  |       |   |
|--|-------|---|
|  | 1.008 | 1 |
|  | 1.000 | 0 |

\* Average Rubric score is the minimum score necessary to achieve the corresponding HEDI pt.

Name of Teacher: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

**Protocol for a Pre-Observation (Planning) Conference**  
***Teacher or Specialist***

1. To which part of your curriculum does this lesson relate?
  
2. How does this learning “fit” in the sequence of learning for this class?
  
3. Briefly describe the students in this class, including those with special needs. How will you differentiate instruction for different individuals or groups of students in the class?
  
4. What are your learning outcomes for this lesson? What do you want the students to understand?
  
5. How will you engage students in the learning?
  
6. How will you incorporate 21<sup>st</sup> Century learning skills in your lesson?
  
7. How will you incorporate Constructivist learning in your lesson?
  
8. How and when will you know whether the students have learned what you intend?
  
9. Is there anything that you would like me to specifically observe during the lesson?  

|  |  |  |
|--|--|--|
| <input type="checkbox"/> Questioning   | <input type="checkbox"/> Procedures            | <input type="checkbox"/> Pacing                |
| <input type="checkbox"/> Classroom Management                                | <input type="checkbox"/> Student Feedback      | <input type="checkbox"/> Assessment Techniques |
| <input type="checkbox"/> A particular instructional strategy (specify below) | <input type="checkbox"/> Other (specify below) |  |



**Warsaw Central Schools  
Formal Observation**

Teacher Name: \_\_\_\_\_

Date of Formal Observation: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

Time of Formal Observation: \_\_\_\_\_

Formal Observation #: \_\_\_\_\_

**Brief Description of Lesson or Classroom Activity:**

**Domains:**

|   | Domain Present in Formal Observation (Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|---|---|---|
| <b>Domain 1a:</b> Demonstrating Knowledge of Content and Pedagogy | 1 2 3 4   |   |
| <b>Domain 1b:</b> Demonstrating Knowledge of Students             | 1 2 3 4   |   |
| <b>Domain 1c:</b> Setting Instructional Outcomes                  | 1 2 3 4   |   |
| <b>Domain 1d:</b> Demonstrating Knowledge of Resources            | 1 2 3 4   |   |
| <b>Domain 1e:</b> Designing Coherent Instruction                  | 1 2 3 4   |   |
| <b>Domain 1f:</b> Designing Student Assessments                   | 1 2 3 4   |   |

|  | Domain Present in Formal Observation (Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|--|---|---|
| <b>Domain 2a:</b> Creating an environment of respect and rapport | 1 2 3 4   |   |
| <b>Domain 2b:</b> Establishing a culture for learning            | 1 2 3 4   |   |
| <b>Domain 2c:</b> Managing classroom procedures                  | 1 2 3 4   |   |
| <b>Domain 2d:</b> Managing student behavior                      | 1 2 3 4   |   |
| <b>Domain 2e:</b> Organizing physical space                      | 1 2 3 4   |   |

|  | <b>Domain Present in Formal Observation (Rate 1-4 based on Danielson rubric)</b> | <b>Description of the domain within the lesson/classroom observation</b> |
|--|--|--|
| <b>Domain 3a:</b> Communicating with Students                  | <b>1 2 3 4</b>   |  |
| <b>Domain 3b:</b> Using Questioning and Discussion Techniques  | <b>1 2 3 4</b>   |  |
| <b>Domain 3c:</b> Engaging Students in Learning                | <b>1 2 3 4</b>   |  |
| <b>Domain 3d:</b> Using Assessment in Instruction              | <b>1 2 3 4</b>   |  |
| <b>Domain 3e:</b> Demonstrating flexibility and responsiveness | <b>1 2 3 4</b>   |  |

Average score of domains present: \_\_\_\_\_ out of 4

**Talking Points for Post-Observation Meeting:**

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

**Warsaw Central Schools  
Walk-Through Observation  
(10 to 15 minutes)**

Teacher Name: \_\_\_\_\_  
Grade Level and Subject: \_\_\_\_\_

Date of Walk-Through: \_\_\_\_\_  
Time of Walk-Through: \_\_\_\_\_  
Walk Through Observation #: \_\_\_\_\_

**Brief Description of Lesson or Classroom Activity:**

**Domains:**

|   | Domain Present in Walk-Through (Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|---|---|---|
| <b>Domain 1a:</b> Demonstrating Knowledge of Content and Pedagogy | <b>1 2 3 4</b>  |   |
| <b>Domain 1b:</b> Demonstrating Knowledge of Students             | <b>1 2 3 4</b>  |   |
| <b>Domain 1c:</b> Setting Instructional Outcomes                  | <b>1 2 3 4</b>  |   |
| <b>Domain 1d:</b> Demonstrating Knowledge of Resources            | <b>1 2 3 4</b>  |   |
| <b>Domain 1e:</b> Designing Coherent Instruction                  | <b>1 2 3 4</b>  |   |
| <b>Domain 1f:</b> Designing Student Assessments                   | <b>1 2 3 4</b>  |   |

|  | Domain Present in Walk-Through (Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|--|---|---|
| <b>Domain 2a:</b> Creating an environment of respect and rapport | <b>1 2 3 4</b>  |   |
| <b>Domain 2b:</b> Establishing a culture for learning            | <b>1 2 3 4</b>  |   |
| <b>Domain 2c:</b> Managing classroom procedures                  | <b>1 2 3 4</b>  |   |
| <b>Domain 2d:</b> Managing student behavior                      | <b>1 2 3 4</b>  |   |
| <b>Domain 2e:</b> Organizing physical space                      | <b>1 2 3 4</b>  |   |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|  | <b>Domain Present in Walk-Through (Rate 1-4 based on Danielson rubric)</b> | <b>Description of the domain within the lesson/classroom observation</b> |
|--|--|--|
| <b>Domain 3a:</b> Communicating with Students                  | <b>1 2 3 4</b>   |  |
| <b>Domain 3b:</b> Using Questioning and Discussion Techniques  | <b>1 2 3 4</b>   |  |
| <b>Domain 3c:</b> Engaging Students in Learning                | <b>1 2 3 4</b>   |  |
| <b>Domain 3d:</b> Using Assessment in Instruction              | <b>1 2 3 4</b>   |  |
| <b>Domain 3e:</b> Demonstrating flexibility and responsiveness | <b>1 2 3 4</b>   |  |

Average score of domains present: \_\_\_\_\_ out of 4

|                         |                   |
|-------------------------|-------------------|
| Administrator Comments: | Teacher Comments: |
|-------------------------|-------------------|

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

**Warsaw Central Schools  
Danielson Domain 4 Meeting**

Teacher Name: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

**\*\*Meeting to be completed in conjunction with an administrator no later than May 1\*\***

|   | Domain Present in Discussion<br>(Rate 1-4 based on Danielson rubric) | Description of domain completion<br>(from discussion and/or evidence presented) |
|---|--|---|
| <b>Domain 4a:</b> Reflecting on Teaching                    | <b>1 2 3 4</b>   |   |
| <b>Domain 4b:</b> Maintaining Accurate Records              | <b>1 2 3 4</b>   |   |
| <b>Domain 4c:</b> Communicating with Families               | <b>1 2 3 4</b>   |   |
| <b>Domain 4d:</b> Participating in a Professional Community | <b>1 2 3 4</b>   |   |
| <b>Domain 4e:</b> Growing and Developing Professionally     | <b>1 2 3 4</b>   |   |
| <b>Domain 4f:</b> Showing Professionalism                   | <b>1 2 3 4</b>   |   |

Average score of domains present: \_\_\_\_\_ out of 4

|                                |                          |
|--------------------------------|--------------------------|
| <p>Administrator Comments:</p> | <p>Teacher Comments:</p> |
|--------------------------------|--------------------------|

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

## End of Year Summative Meeting

As per New York State Regulations, each teacher is required to have an end of year summative meeting. This meeting is not included in your annual composite score or rating. Instead, this meeting is a conversation with your principal/supervisor to go over the ratings of your Other Measures 60% and/or any concerns regarding teacher performance. This summative meeting must take place by the end of the school year in June. Should all observations that are part of the Other Measures 60% be complete by the Domain Four Meeting (by May 1<sup>st</sup>), the teacher and principal/supervisor may mutually agree to complete this Summative Meeting during the Domain Four meeting.

## Annual Composite Score and Rating

Your annual composite score will be calculated by adding your scores together from the State 20% or 25% with value added method, the Local 20% or 15% with value added method and Other Measures 60%. From your composite score, a rating of Highly Effective, Effective, Developing or Ineffective will be assigned.

|                         |        |
|-------------------------|--------|
| Highly Effective Rating | 91-100 |
| Effective Rating        | 75-90  |
| Developing Rating       | 65-74  |
| Ineffective Rating      | 0-64   |

Your annual composite score and rating will become available when all state testing data has been returned to the school district by the Department of Education (usually in August). Once test scores have become available, your principal/supervisor will determine your annual composite score and rating. Your score and rating will be mailed to you between the middle of August and beginning of September. If you have any questions you may contact your principal/supervisor and set up a meeting to discuss your composite score and rating.

## Teacher Improvement Plan (TIP)

If a teacher receives an annual composite score which results in them being rated as “developing” or “ineffective” through the Annual Professional Performance Review, a Teacher Improvement Plan (TIP) shall be developed by the teacher, supervisor and others who are jointly determined by the district and Warsaw Educator’s Association. A TIP must be implemented no later than 10 school days after the date on which students are required to report for the opening of classes for the school year. The TIP will define specific standards-based goals that a teacher must make progress toward attaining within a specific period of time. The TIP will include:

- The identification of areas that need improvement
  - Differentiated activities to support improvements in these areas
  - A timeline for achieving improvement, with the following individuals present at all meetings: teacher, supervisor and union representative
    - An initial meeting to discuss the areas in need of improvement
    - A follow up meeting(s) to monitor the progress of the teacher
  - The manner in which achievement will be assessed
  - The plan will clearly describe the professional learning activities that the teacher must complete. These activities should be connected directly to the areas needing improvement.
  - The additional assistance and support that the teacher will receive will be clearly stated in the TIP.
- Please see the attached TIP form that will be completed should a TIP need to be implemented.

## Teacher Improvement Plan (TIP) Form

(To be completed jointly by the teacher and the administrator)

Name: \_\_\_\_\_

School: \_\_\_\_\_

TIP is based on composite score from \_\_\_\_\_ school year →

Grade/Subject: \_\_\_\_\_

School year TIP will be implemented: \_\_\_\_\_ →

Grade/Subject: \_\_\_\_\_

Date of initial TIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

**Teacher Comments:**

**Administrator Comments:**

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN<br>(Description of Steps to be taken) | TIMELINE | EVIDENCE OF PROGRESS |
|-----------------------------|---|----------|----------------------|
|                             |   |          |                      |
|                             |   |          |                      |
|                             |   |          |                      |

| -To be signed when Teacher Improvement Plan is initiated: | Action Steps Completed         | Satisfactory Progress          |
|---|--------------------------------|--------------------------------|
| Teacher Signature: _____ Date _____                       | <b>CIRCLE: YES NO</b>          | <b>CIRCLE: YES NO</b>          |
| Union Representative Signature: _____ Date _____          | Teacher Initials/Date: _____   | Teacher Initials/Date: _____   |
| Administrator Signature: _____ Date _____                 | Union Rep Initials/Date: _____ | Union Rep Initials/Date: _____ |
| Superintendent Signature: _____ Date _____                | Admin. Initials/Date: _____    | Admin. Initials/Date: _____    |
|   | Super. Initials/Date: _____    | Super. Initials/Date: _____    |

## Appeals Process

Appeals of Annual Professional Performance Reviews are limited to those that receive an annual composite rating of Ineffective or Developing only. A teacher CANNOT appeal a rating of Effective or Highly Effective. Appeals are limited to the following subjects:

- the substance of the APPR and rating given
- the district's adherence to the standards and methodologies required for such reviews
- adherence to the commissioner's regulations
- the district's compliance with its procedures for conducting the APPR
- the school district's issuance or implementation of the terms of the Teacher Improvement Plan under Education Law 3012-c

If a teacher receives an Ineffective or Developing rating, he or she may file only one appeal. All points for appeal must be written in one document. All appeals must be submitted in writing within 15 school days following the beginning of the school year, or by September 21, whichever is later. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her annual composite score. The teacher must also provide any additional documents or materials relevant to the appeal.

Within 15 school days of the receipt of an appeal, the Superintendent must hold a meeting with the person filing the appeal. The person filing the appeal may request the presence of union representatives at this meeting.

The final decision of the appeal will be made by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The response must include any and all additional documents or written materials specific to the points of disagreement. This written document must be submitted to the teacher appealing their rating, as well as the Warsaw Educator's Association President. All appeal decisions made by the superintendent, or superintendent's designee are final.

## 2012-2013 APPR Evaluation Method Selection

(to be submitted to your building principal/supervisor by FRIDAY SEPTEMBER 7, 2012)

Name: \_\_\_\_\_

Subject Area and Grade Levels: \_\_\_\_\_

**Directions:** Select 1 (ONE) of the options below. Non-Tenured teachers must choose the non-tenured teacher option. Tenured Teachers have the choice of Tenured Teacher Option A or Tenured Teacher Option B.

### NON-TENURED TEACHER EVALUATION

-2 Formal Observations

-3 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

### TENURED TEACHER: OPTION A

-1 Formal Observation

-2 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

### TENURED TEACHER: OPTION B

-5 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

\*All observations and meetings will be done using the Revised Danielson Framework for Teaching Rubric

\*The supervisor and staff member must mutually agree upon the observation method selected.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Warsaw Central School District APPR for Principals

## OTHER MEASURES (60%)

### I. School Visits

- A. The Superintendent will make a minimum of two visits to the principal's school for at least one hour each school year for the purpose of gathering evidence to support performance expectations as outlined in the agreed upon Rubric in this Agreement.
- B. One of the visits from the Superintendent will be unannounced which shall occur between October 1<sup>st</sup> and April 1<sup>st</sup>. The Superintendent will meet during the visit or within five (5) business days after the unannounced visit with the principal to provide feedback on the evidence gathered during the visit. During the unannounced visit, the Superintendent will shadow the principal.
- C. The principal shall invite the Superintendent to one announced visit and schedule the visit in collaboration with the Superintendent. The principal shall review with the Superintendent at the beginning of the visit the intended evidence to be provided. The Superintendent will meet during the visit or within five (5) business days after the announced visit with the principal to provide feedback on the evidence gathered during the visit.

### II. Structured Evidence Gathering

- A. The Superintendent shall schedule and meet once during the school year with the principal for the purpose of reviewing formative and summative assessment data for the principal's school. The principal shall compile and organize their school data for review. The principal will be responsible for leading the discussion through analysis of the data and reflection on what leadership actions are being taken in light of the data.
- B. The principal may submit to the Superintendent a portfolio of evidence benchmarked against the principal practice rubric. The format of the portfolio shall be at the discretion of the principal. The Superintendent must establish a submission date for the portfolio which shall be no later than ten (10) business days prior to the date that the Superintendent's annual evaluation on "Other Measures" is due.

### III. Principal Practice Rubric

- A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
- B. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.
- C. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:
  - Domain 1-Shared Vision of Learning: **10 points**
  - Domain 2-School Culture and Instructional Program: **20 points**
  - Domain 3-Safe, Efficient, Effective Learning Environment: **10 points**
  - Domain 4-Community: **5 points**
  - Domain 5-Integrity, Fairness, and Ethics: **10 points**
  - Domain 6-Political, Social, Economic, Legal and Cultural Context: **5 points**
- D. The Superintendent shall meet with principals as a group prior to the opening of school to discuss and share with the principals the expected evidence for each rating of each domain in the Rubric in accordance with the State issued Standards in E. of this section.

E. The following will be used in determining HEDI for Other Measures and the use of the Multidimensional Rubric.

| <b>Standards for Rating Categories</b> | <b>Other Measures of Effectiveness (Teacher and Leader Standards)</b>        |
|--|--|
| <b>Highly Effective</b>                | Overall performance and results exceed standards.                            |
| <b>Effective</b>                       | Overall performance and results meet standards.                              |
| <b>Developing</b>                      | Overall performance and results need improvement in order to meet standards. |
| <b>Ineffective</b>                     | Overall performance and results do not meet standards.                       |

C. See Appendix A “Scoring Bands for Multidimensional Rubric” which outlines the number of points to be assigned to the principal’s Other Measures component of APPR by the Superintendent. The Superintendent shall assign a point value for each Domain in accordance with Appendix A once the Superintendent has determined the HEDI designation for each Domain.

See Appendix A “Conversion Chart for 60% Other Measures (Rubric) which presents the APPR composite score based on the total number of points earned on the Multidimensional Rubric. In addition, the HEDI rating is presented based on the composite score converted from the total number of points earned on the Multidimensional Rubric.

**V. Timelines and Deadlines**

- A. Prior to July 15<sup>th</sup> annually, the Superintendent shall schedule and conduct a group meeting with all principals for the purpose of reviewing the terms and conditions of this Plan, the procedures, processes, and timelines for the execution of the Plan. The Association President, if not a principal, shall be invited to attend this meeting.
- B. Between January 1<sup>st</sup> and January 30<sup>th</sup>, the Superintendent shall schedule and conduct a Mid-Year Assessment meeting with each principal. The purpose of the meeting is for the Superintendent to identify any performance concerns based on evidence gathered or the lack of evidence gathered with the principal since July 1<sup>st</sup> of the preceding calendar year. The principal shall not be required to present any data or evidence during this meeting; however, the principal may respond to the concerns of the Superintendent. Within ten (10) business days after the Mid-Year Assessment meeting, the Superintendent shall provide to the principal in writing a summary of the Mid-Year Assessment. This document shall not be placed in the principal’s District personnel file, but rather shall be considered a written communication between the principal and Superintendent for professional development purposes. The summary may be submitted as evidence during any appeal process or hearing related to APPR.
- C. Prior to June 15<sup>th</sup>, the Superintendent shall schedule and conduct a Pre-Assessment Meeting. The purpose of the Pre-Assessment Meeting is for the principal to present at his/her discretion additional evidence against the principal practice rubric.

- D. By June 30<sup>th</sup>, the Superintendent shall present to the principal all completed components of the APPR for that school year. When all data is known by the District, within ten (10) business days the complete APPR assessment will be presented to the principal.

**VI. Principal Improvement Plan**

- A. Upon rating a principal as ineffective or developing, a Principal Improvement Plan (PIP) designed to rectify perceived or demonstrated deficiencies shall be developed and commenced no later than ten (10) school days after the start of the student school year. The Lead Evaluator for the principal, in conjunction with the principal, shall develop an improvement plan that contains:
1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
  2. Specific improvement goal/outcome statements.
  3. Specific improvement action steps/activities.
  4. A reasonable time line for achieving improvement.
  5. Required and accessible resources.
  6. A formative evaluation process documenting meetings scheduled monthly throughout the year to assess progress. These meetings shall be scheduled by the Lead Evaluator. A written summary of feedback by the Lead Evaluator on progress shall be given within ten (10) business days of each meeting.
  7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
  8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
- B. The Superintendent shall present a PIP consistent with the rubrics in (A) of this section and present it to the principal no later than ten (10) business days after the start of the student school year. The Superintendent will schedule a work session with the principal prior to the start of the school year to review and discuss the plan and to consider input from the principal.
- C. The formal, final written summative assessment in A.8 of this section shall be completed and reviewed with the principal by June 1<sup>st</sup>.
- D. Performance on the PIP does not guarantee a specific rating on the current year appraisal.

## Principal Improvement Plan (PIP) Form

(To be completed jointly by the principal and the superintendent)

Name: \_\_\_\_\_

School: \_\_\_\_\_

PIP is based on composite score from \_\_\_\_\_ school year →

Grade/Subject: \_\_\_\_\_

School year PIP will be implemented: \_\_\_\_\_ →

Grade/Subject: \_\_\_\_\_

Date of initial PIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

**Principal Comments:**

**Superintendent Comments:**

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN<br>(Description of Steps to be taken) | TIMELINE | EVIDENCE OF PROGRESS |
|-----------------------------|---|----------|----------------------|
|                             |   |          |                      |
|                             |   |          |                      |
|                             |   |          |                      |

|  |   |   |
|--|---|---|
| <p style="text-align: center;"><b>-To be signed when Principal Improvement Plan is initiated:</b></p> <p>Principal Signature: _____ Date _____</p> <p>Superintendent Signature: _____ Date _____</p> | <p style="text-align: center;"><b>Action Steps Completed</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Princ. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> | <p style="text-align: center;"><b>Satisfactory Progress</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Princ.. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> |
|--|---|---|

## VII. Appeals Process

- A. Appeals are limited to those identified by Education Law §3012-c, as follows:
  1. The substance of the annual professional performance review;
  2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
  3. The adherence to the Commissioner's regulations, as applicable to such reviews;
  4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
  5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.
- B. Appeals of annual professional performance reviews for tenured principals may be brought for ineffective, developing or any rating tied to compensation. Appeals of annual professional performance reviews for non-tenured principals may be brought for ineffective or any rating tied to compensation.
- C. 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.
- D. The burden shall be on the principals to establish evidence that the rating given was not justified or that an improvement plan was inappropriately issued and/or implemented.
- E. All appeals shall be filed in writing and submitted to the Superintendent's Office with receipt provided by the Superintendent's Office.
- F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.
- G. 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.
- H. When filing an appeal, the principal must submit a written description of the specific areas of 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.
- I. 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.
- J. Within five (5) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of approved hearing officers, the Superintendent and Association President shall at the beginning of the school year mutually agree upon no less than two and no more than four hearing officers. The hearing officer for a specific appeal hearing will be assigned by lottery from this list.
- K. The hearing officer shall review the documents submitted by the principal and the District. The appeal shall be based on the written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and any additional documentary evidence submitted with such response papers.

- L. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the review of the documents. Such decision shall be a final administrative decision. 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 or set aside a district’s rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.
- M. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a 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.
- N. If the appeal is denied, the District and principal shall share the cost of the hearing officer provided that the total cost does not exceed \$400. If the appeal is sustained, the District shall pay the cost of the hearing officer.
- O. 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.
- P. 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 her/his right to file an appeal.

**VIII. Local Student Performance Measures**

Principals shall receive scores and ratings for local student performance measures for 2012-2013 using the same measures, scoring bands, and conversion charts as agreed to by the teachers. Grades K-5 will be used for the Elementary School Principal and grades 6-12 for the Secondary School Principal.

**IX. Overall Evaluation Summary**

For principals for whom there is no SED approved Value-Added measure of student growth the scoring ranges shall be:

| <b>HEDI</b>      | <b>State</b> | <b>Local</b> | <b>Other Measures (Rubric)</b> | <b>Composite Score</b> |
|------------------|--------------|--------------|--------------------------------|------------------------|
| Highly Effective | 18-20        | 18-20        | 59-60                          | 91-100                 |
| Effective        | 9-17         | 9-17         | 57-58                          | 75-90                  |
| Developing       | 3-8          | 3-8          | 50-56                          | 65-74                  |
| Ineffective      | 0-2          | 0-2          | 0-49                           | 0-64                   |

For principals for whom there is a SED approved Value-Added measure of student growth the scoring ranges shall be:

| <b>HEDI</b>      | <b>State</b> | <b>Local</b> | <b>Other Measures (Rubric)</b> | <b>Composite Score</b> |
|------------------|--------------|--------------|--------------------------------|------------------------|
| Highly Effective | 22-25        | 14-15        | 59-60                          | 91-100                 |
| Effective        | 10-21        | 8-13         | 57-58                          | 75-90                  |
| Developing       | 3-9          | 3-7          | 50-56                          | 65-74                  |
| Ineffective      | 0-2          | 0-2          | 0-49                           | 0-64                   |

Warsaw Central Schools

**Guide to the Annual Professional Performance  
Review**



**2012-2013**

**Teachers and Principals**

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## Introduction to the 2012-2013 APPR Plan

The goal of this document is to present an outline of the Annual Professional Performance Review (APPR) which is consistent with the new education laws of the State of New York (3012-c) and the Commissioner of Education's regulations. This plan is set forth by the Warsaw Central School District in order to comply with the mandates of the law. The development of this plan began in November 2011. The APPR committee met to develop the APPR plan to present to the district and the Warsaw Educator's Association. The committee was composed of four WEA representatives and four district representatives. The committee worked collaboratively to develop an outline of the APPR plan based on the multiple measures of the new requirements under the law.

### Members of the APPR Committee

Mrs. Jennifer Bertrand, 3<sup>rd</sup> Grade Teacher  
Dr. Valerie Burke, Superintendent of Schools  
Mr. Thomas A. Cox, Interim Superintendent of Schools  
Mrs. Ruth Ann Fultz, Middle School Math and Spanish Teacher  
Mr. Michael Leone, Genesee Valley Educational Partnership Legal Counsel  
Mrs. Elizabeth McGary, High School Social Studies Teacher  
Mrs. Kimberly Monahan, Director of Curriculum and Instruction  
Mr. Shawn Monahan, NYSUT Labor Relations Specialist  
Mr. Steve Saxton, Elementary School Principal

This APPR procedure will result in teachers of the Warsaw Central School District receiving an annual composite effectiveness score, which will result in a rating of Highly Effective, Effective, Developing or Ineffective. This composite score and rating will be determined by the following multiple measures:

**-State 20%:** This portion of the plan is based upon student growth measured by State assessments or student learning objectives developed from comparable regional assessments. Upon SED's adoption of the value added method in Grades 4-8 ELA and Math teachers will receive a state score out of 25%.

**-Local 20%:** This portion of the plan is based upon measures that were agreed upon by the APPR committee. In this APPR plan, teachers throughout the district will be given a rating based upon the average of the percentage of students passing state assessments given during the 2012-2013 school year. Upon SED's adoption of the value added method in Grades 4-8 ELA and Math teachers will receive a local score out of 15%.

**-Other Measures 60%:** This portion of the plan includes teacher observations by school administrators. Each teacher will be observed multiple times throughout the school year via walk-through observations and/or formal observations. These observations will be made using the Revised Danielson Framework for Teachers. In addition, teachers will meet with their administrator to discuss/show evidence so that they can be rated on the components of Domain Four of the Danielson Framework.

All portions of this plan will be explained in the pages that follow.

Please note that this document is a user-friendly summary of the APPR plan for teachers and administrators in the Warsaw Central School District. The document that will be submitted to the State Education Department is quite lengthy and complex. Therefore, the committee believed it necessary to create a more accessible document for teacher and administrator use. The district will submit the original document to the State

Education Department for approval and that document will become available on the school website once it has been approved.

**Explanation of the State 20%, or 25% with Value Added Method for Grades 4-8 ELA and Math**

This portion of the APPR has been dictated by the state and is centered on student growth measured by state or regionally created assessments.

**-For Teachers of Grades 4-8 ELA and Math:**

-Teachers of grades 4-8 ELA and math will receive a state assigned growth score at the conclusion of the instructional year after all state tests are scored and evaluated. The only exception to this would be if a 4-8 teacher had less than 50% of their students in ELA or math. In this case, a SLO would be required (see following paragraph). This growth score will be out of 20, or 25 when value added measure is adopted by the state, and will factor into your annual composite score and rating. Your growth score is based upon your student’s achievement and growth over the academic year as assessed by state testing in ELA and/or math.

**-For all Other Teachers (K-3, 6-8 Social Studies and Science, all 9-12 Teachers, Foreign Language, Music, Technology, Library, Art, PE, Home and Careers, etc.):**

-Teachers in all other grades and areas EXCEPT grades 4-8 ELA and math must develop Student Learning Objectives for 51% of their students. At the beginning of the school year, teachers will develop pre-assessments to administer in order to obtain a base-line of student’s knowledge. From the pre-assessment, you will create a target for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). In order to measure growth and if students met the target you set forth at the beginning of the year, post-assessments must be given. If you teach a course that has a state assessment or Regents Exam at the end of the year, your post-assessment will be that test. If, however, your course does NOT have a state assessment or Regents Exam at the end of the year, you will use a GVEP/BOCES approved post-assessment. Once you receive scores for your post-assessment you will analyze the data to determine if your students met the target you set forth at the beginning of the year. The percentage of students reaching the target will then be converted to determine your State 20% score using the chart below:

|                  | Teacher score out of 20 | Percentage of Students who met the SLO Target Goal |
|------------------|-------------------------|--|
| Highly Effective | 20                      | 97%-100%   |
|                  | 19                      | 93%-96%  |
|                  | 18                      | 89%-92%  |
| Effective        | 17                      | 88%  |
|                  | 16                      | 87%  |
|                  | 15                      | 86%  |
|                  | 14                      | 85%  |
|                  | 13                      | 84%  |
|                  | 12                      | 83%  |
|                  | 11                      | 82%  |
|                  | 10                      | 81%  |
| Developing       | 9                       | 80%  |
|                  | 8                       | 78%-79%  |
|                  | 7                       | 76%-77%  |
|                  | 6                       | 74%-75%  |
|                  | 5                       | 72%-73%  |
|                  | 4                       | 70%-71%  |
| Ineffective      | 3                       | 68%-69%  |
|                  | 2                       | 57%-67%  |
|                  | 1                       | 46%-56%  |

|  |   |        |
|--|---|--------|
|  | 0 | 0%-45% |
|--|---|--------|

-Student Learning Objectives (SLOs) will be developed on October 5<sup>th</sup> at the scheduled Superintendent’s Conference Day. Prior to this conference day you must have pre-assessment data completed and an idea for a target goal for your students.

**Explanation of the Local 20% (15% for Grades 4-8 ELA & Math with Value Added Method)**

20% (or 15% with Value Added Method) of your annual composite score will be based upon measures that were negotiated by the APPR Committee. You will be given a score for this 20%, or 15%, of the plan using the average of the percentage of students passing state assessments during the 2012-2013 school year. K-5 teachers will be rated using 3<sup>rd</sup>-5<sup>th</sup> grade State Assessments in ELA and Math. 6-12 teachers will be rated using a combination of 6<sup>th</sup>-8<sup>th</sup> grade State Assessments in ELA and Math, as well as Regents Exams.

**-Local 20%, or 15% for Grades 4-5 ELA and Math with value added method, for Teachers K-5.**

-Passing Rates (percentage of students who score at levels 3 and 4) on the following state assessments will be averaged together when scores are released by the state:

- 3<sup>rd</sup> grade English Language Arts
- 3<sup>rd</sup> grade Math
- 4<sup>th</sup> grade English Language Arts
- 4<sup>th</sup> grade Math
- 5<sup>th</sup> grade English Language Arts
- 5<sup>th</sup> grade Math

-A score out of 20, or 15, will be given to each teacher. Teachers K-5 will be given a score based on the average percentage of students passing (3’s and 4’s) these six exams. (4<sup>th</sup>-5<sup>th</sup> ELA and Math teachers will get a score from the 15 point scale, below, when the State adopts the value added method.)

|                  | Teacher Score out of 20 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments |
|------------------|-------------------------|---|
| Highly Effective | 20                      | 88%-100%  |
|                  | 19                      | 75%-87%   |
|                  | 18                      | 62%-74%   |
| Effective        | 17                      | 60%-61%   |
|                  | 16                      | 58%-59%   |
|                  | 15                      | 56%-57%   |
|                  | 14                      | 55%   |
|                  | 13                      | 54%   |
|                  | 12                      | 53%   |
|                  | 11                      | 52%   |
|                  | 10                      | 51%   |
|                  | 9                       | 50%   |
| Developing       | 8                       | 49%   |
|                  | 7                       | 48%   |
|                  | 6                       | 46%-47%   |
|                  | 5                       | 44%-45%   |
|                  | 4                       | 42%-43%   |
|                  | 3                       | 40%-41%   |
| Ineffective      | 2                       | 30%-39%   |
|                  | 1                       | 21%-29%   |

|  |   |        |
|--|---|--------|
|  | 0 | 0%-20% |
|--|---|--------|

**Local 15% for ELA and Math Teachers in Grades 4 and 5 upon adoption of Value Added Method.**

|                         | Teacher Score out of 15 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments |
|-------------------------|-------------------------|---|
| <b>Highly Effective</b> | 15                      | 82%-100%  |
|                         | 14                      | 62%-81%   |
| <b>Effective</b>        | 13                      | 60%-61%   |
|                         | 12                      | 58%-59%   |
|                         | 11                      | 56%-57%   |
|                         | 10                      | 54%-55%   |
|                         | 9                       | 52%-53%   |
|                         | 8                       | 50%-51%   |
| <b>Developing</b>       | 7                       | 48%-49%   |
|                         | 6                       | 46%-47%   |
|                         | 5                       | 44%-45%   |
|                         | 4                       | 42%-43%   |
|                         | 3                       | 40%-41%   |
| <b>Ineffective</b>      | 2                       | 27%-39%   |
|                         | 1                       | 14%-26%   |
|                         | 0                       | 0%-13%  |

**-Local 20%, or 15% for Grades 6-8 ELA and Math with value added method, for Teachers 6-12.**

-The percentage of students who successfully pass each assessment listed below will be averaged together when scores are released by the state or when Regents Exams are graded:

- 6<sup>th</sup> grade ELA
- 6<sup>th</sup> grade Math
- 7<sup>th</sup> grade English Language Arts
- 7<sup>th</sup> grade Math
- 8<sup>th</sup> grade English Language Arts
- 8<sup>th</sup> grade Math
- Integrated Algebra Regents Exam
- Living Environment Regents Exam
- Global History and Geography Regents Exam
- United States History and Government Regents Exam
- English Language Arts Regents Exam

-A score out of 20, or 15 with value added method for Grades 6-8 ELA and Math, will be given to each teacher. Teachers 6-12 will be given a score based on the average percent of students passing the 11 exams. (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ELA and Math teachers will get a score from the 15 point scale, below, when the State adopts the value added method.)

|                         | Teacher Score out of 20 | Average Passing Rate on the State 6 <sup>th</sup> - 8 <sup>th</sup> ELA and Math Assessments (3s and 4s) and Regents Exams (65) |
|-------------------------|-------------------------|---|
| <b>Highly Effective</b> | 20                      | 91%-100%  |
|                         | 19                      | 81%-90%   |
|                         | 18                      | 71%-80%   |
| <b>Effective</b>        | 17                      | 69%-70%   |
|                         | 16                      | 67%-68%   |
|                         | 15                      | 65%-66%   |
|                         | 14                      | 63%-64%   |
|                         | 13                      | 61%-62%   |
|                         | 12                      | 60%   |
|                         | 11                      | 59%   |
|                         | 10                      | 58%   |
|                         | 9                       | 57%   |
| <b>Developing</b>       | 8                       | 56%   |
|                         | 7                       | 55%   |
|                         | 6                       | 54%   |
|                         | 5                       | 53%   |
|                         | 4                       | 52%   |
|                         | 3                       | 51%   |
| <b>Ineffective</b>      | 2                       | 41%-50%   |
|                         | 1                       | 21%-40%   |
|                         | 0                       | 0%-20%  |

**Local 15% for ELA and Math Teachers in Grades 6-8 upon adoption of Value Added Method.**

|                         | Teacher Score out of 15 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments and Regents (65) |
|-------------------------|-------------------------|--|
| <b>Highly Effective</b> | 15                      | 86%-100%   |
|                         | 14                      | 71%-85%  |
| <b>Effective</b>        | 13                      | 68%-70%  |
|                         | 12                      | 66%-67%  |
|                         | 11                      | 64%-65%  |
|                         | 10                      | 62%-63%  |
|                         | 9                       | 60%-61%  |
|                         | 8                       | 56%-59%  |
|                         | <b>Developing</b>       | 7  |
| 6                       |                         | 54%  |
| 5                       |                         | 53%  |
| 4                       |                         | 52%  |

|                    |   |         |
|--------------------|---|---------|
|                    | 3 | 51%     |
| <b>Ineffective</b> | 2 | 41%-50% |
|                    | 1 | 21%-40% |
|                    | 0 | 0%-20%  |

### **Explanation of Other Measures 60%**

-60% of your annual composite score will be based on a combination of observations and a Domain Four meeting with your principal or supervisor.

**-Choices for Observation/Domain Four Meetings:**

-If you are a **non-tenured** teacher, your Other Measures 60% will be made up of the following components:

- 2 Formal Observations
- 3 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

-If you are a **tenured** teacher, you have two options to complete your Other Measures 60%:

**-Option A:**

- 1 Formal Observation
- 2 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

**-Option B:**

- 5 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

**-Explanation of Observations:**

-Dependent upon your tenure status in the district, you will have an option of observation formats. As per New York State Regulations, all teachers must be observed multiple times throughout the school year. You will be observed by your principal or supervisor via walk-through observations or formal observations. All observations will be assessed using the Danielson Revised Framework for Teachers, Domains 1-3.

**-Formal Observation:** This scheduled observation method is made up of a pre-observation meeting in which you and your principal/supervisor discuss the plans for a full period of classroom instruction. You are asked to complete a lesson plan write-up with accompanying documents for the pre-observation meeting (see forms that follow). Your principal/supervisor will observe the lesson at a time that is mutually agreed upon. Within five school days after the observation a post-observation meeting must be conducted. During the post-observation meeting you must provide a written reflection of your lesson (see forms that follow). Within three school days of the post-observation meeting, your principal/supervisor must provide you with the Formal Observation Form (see forms that follow). All formal observations must be completed by June 1<sup>st</sup>.

**-Walk-Through Observation:** This observation method is unscheduled and can happen any day or class period, **EXCEPT** the following days:

- no walk-through observations can be made before the first full week of school

-no walk-through observations can be made two days before or two days after a break of three or more school days (ie: large holiday breaks)

Walk-Through Observations are to last between ten and fifteen minutes. During the observation, your principal/supervisor will observe a portion of your lesson and fill out the Walk-Through Observation Form (see forms that follow). Every attempt will be made to return this form to the teacher within one school day. All Walk-Through Observations must be completed by May 1<sup>st</sup>.

**-Explanation of the Domain Four Meeting**

-Because Domain 4 of the Revised Danielson Framework for Teaching cannot be assessed fully via classroom observations, each teacher will meet with their principal/supervisor to discuss the components of this Domain. These meetings are intended to be a conversation between administrator and teacher. Teachers are strongly encouraged to bring evidence of Domain 4 components to the meeting. This is **NOT** a portfolio assignment, but rather a chance to show evidence as it relates to the components of Domain Four. During this meeting, your principal/supervisor will collect information in order to fill out the Domain 4 meeting form (see forms that follow). All Domain 4 meetings must be completed by May 1<sup>st</sup>.

**-How the 60% of your yearly Composite Score will be calculated:**

-Each observation and the Domain 4 Meeting will receive an average rating of each Danielson component that is observed/discussed during observations and meetings. From each observation and meeting your scores (each ranging from 1 to 4) will be averaged together and then converted using the scale below. The only exception to this is if a tenured teacher chooses Option A. If you choose Option A, your formal observation score will be added three times into the average.

|                         | <b>Total Average Score of all Observations and Domain 4 Meeting</b> | <b>Conversion Scores for the Overall Composite Score</b> |
|-------------------------|---|--|
| <b>Highly Effective</b> | 4   | 60.25 (round to 60)                                      |
|                         | 3.9   | 60   |
|                         | 3.8   | 59.8   |
|                         | 3.7   | 59.5   |
|                         | 3.6   | 59.3   |
|                         | 3.5   | 59   |
| <b>Effective</b>        | 3.4   | 58.8   |
|                         | 3.3   | 58.6   |
|                         | 3.2   | 58.4   |
|                         | 3.1   | 58.2   |
|                         | 3   | 58   |
|                         | 2.9   | 57.8   |
|                         | 2.8   | 57.6   |
|                         | 2.7   | 57.4   |
|                         | 2.6   | 57.2   |
|                         | 2.5   | 57   |
| <b>Developing</b>       | 2.4   | 56.3   |
|                         | 2.3   | 55.6   |
|                         | 2.2   | 54.9   |
|                         | 2.1   | 54.2   |
|                         | 2   | 53.5   |
|                         | 1.9   | 52.8   |
|                         | 1.8   | 52.1   |
|                         | 1.7   | 51.4   |
| 1.6                     | 50.7  |  |

|             |       |    |
|-------------|-------|----|
|             | 1.5   | 50 |
| Ineffective | 1.400 | 49 |
|             | 1.392 | 48 |
|             | 1.383 | 47 |
|             | 1.375 | 46 |
|             | 1.367 | 45 |
|             | 1.358 | 44 |
|             | 1.350 | 43 |
| Ineffective | 1.342 | 42 |
|             | 1.333 | 41 |
|             | 1.325 | 40 |
|             | 1.317 | 39 |
|             | 1.308 | 38 |
|             | 1.300 | 37 |
|             | 1.292 | 36 |
|             | 1.283 | 35 |
|             | 1.275 | 34 |
|             | 1.267 | 33 |
|             | 1.258 | 32 |
|             | 1.250 | 31 |
|             | 1.242 | 30 |
|             | 1.233 | 29 |
|             | 1.225 | 28 |
|             | 1.217 | 27 |
|             | 1.208 | 26 |
|             | 1.200 | 25 |
|             | 1.192 | 24 |
|             | 1.185 | 23 |
|             | 1.177 | 22 |
|             | 1.169 | 21 |
|             | 1.162 | 20 |
|             | 1.154 | 19 |
|             | 1.146 | 18 |
|             | 1.138 | 17 |
|             | 1.131 | 16 |
|             | 1.123 | 15 |
|             | 1.115 | 14 |
|             | 1.108 | 13 |
|             | 1.100 | 12 |
|             | 1.092 | 11 |
|             | 1.083 | 10 |
| 1.075       | 9     |    |
| 1.067       | 8     |    |
| 1.058       | 7     |    |
| 1.050       | 6     |    |
| 1.042       | 5     |    |
| 1.033       | 4     |    |
| 1.025       | 3     |    |
| 1.017       | 2     |    |

|  |       |   |
|--|-------|---|
|  | 1.008 | 1 |
|  | 1.000 | 0 |

\* Average Rubric score is the minimum score necessary to achieve the corresponding HEDI pt.

Name of Teacher: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

**Protocol for a Pre-Observation (Planning) Conference**  
***Teacher or Specialist***

1. To which part of your curriculum does this lesson relate?
  
2. How does this learning “fit” in the sequence of learning for this class?
  
3. Briefly describe the students in this class, including those with special needs. How will you differentiate instruction for different individuals or groups of students in the class?
  
4. What are your learning outcomes for this lesson? What do you want the students to understand?
  
5. How will you engage students in the learning?
  
6. How will you incorporate 21<sup>st</sup> Century learning skills in your lesson?
  
7. How will you incorporate Constructivist learning in your lesson?
  
8. How and when will you know whether the students have learned what you intend?
  
9. Is there anything that you would like me to specifically observe during the lesson?  

|  |  |  |
|--|--|--|
| <input type="checkbox"/> Questioning   | <input type="checkbox"/> Procedures            | <input type="checkbox"/> Pacing                |
| <input type="checkbox"/> Classroom Management                                | <input type="checkbox"/> Student Feedback      | <input type="checkbox"/> Assessment Techniques |
| <input type="checkbox"/> A particular instructional strategy (specify below) | <input type="checkbox"/> Other (specify below) |  |



**Warsaw Central Schools  
Formal Observation**

Teacher Name: \_\_\_\_\_

Date of Formal Observation: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

Time of Formal Observation: \_\_\_\_\_

Formal Observation #: \_\_\_\_\_

|   |
|---|
| <b>Brief Description of Lesson or Classroom Activity:</b> |
|---|

**Domains:**

|   | Domain Present in Formal Observation<br>(Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|---|--|---|
| <b>Domain 1a:</b> Demonstrating Knowledge of Content and Pedagogy | 1 2 3 4  |   |
| <b>Domain 1b:</b> Demonstrating Knowledge of Students             | 1 2 3 4  |   |
| <b>Domain 1c:</b> Setting Instructional Outcomes                  | 1 2 3 4  |   |
| <b>Domain 1d:</b> Demonstrating Knowledge of Resources            | 1 2 3 4  |   |
| <b>Domain 1e:</b> Designing Coherent Instruction                  | 1 2 3 4  |   |
| <b>Domain 1f:</b> Designing Student Assessments                   | 1 2 3 4  |   |

|  | Domain Present in Formal Observation<br>(Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|--|--|---|
| <b>Domain 2a:</b> Creating an environment of respect and rapport | 1 2 3 4  |   |
| <b>Domain 2b:</b> Establishing a culture for learning            | 1 2 3 4  |   |
| <b>Domain 2c:</b> Managing classroom procedures                  | 1 2 3 4  |   |
| <b>Domain 2d:</b> Managing student behavior                      | 1 2 3 4  |   |
| <b>Domain 2e:</b> Organizing physical space                      | 1 2 3 4  |   |

|  | <b>Domain Present in Formal Observation (Rate 1-4 based on Danielson rubric)</b> | <b>Description of the domain within the lesson/classroom observation</b> |
|--|--|--|
| <b>Domain 3a:</b> Communicating with Students                  | <b>1 2 3 4</b>   |  |
| <b>Domain 3b:</b> Using Questioning and Discussion Techniques  | <b>1 2 3 4</b>   |  |
| <b>Domain 3c:</b> Engaging Students in Learning                | <b>1 2 3 4</b>   |  |
| <b>Domain 3d:</b> Using Assessment in Instruction              | <b>1 2 3 4</b>   |  |
| <b>Domain 3e:</b> Demonstrating flexibility and responsiveness | <b>1 2 3 4</b>   |  |

Average score of domains present: \_\_\_\_\_ out of 4

**Talking Points for Post-Observation Meeting:**

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

**Warsaw Central Schools  
Walk-Through Observation  
(10 to 15 minutes)**

Teacher Name: \_\_\_\_\_  
Grade Level and Subject: \_\_\_\_\_

Date of Walk-Through: \_\_\_\_\_  
Time of Walk-Through: \_\_\_\_\_  
Walk Through Observation #: \_\_\_\_\_

**Brief Description of Lesson or Classroom Activity:**

**Domains:**

|   | Domain Present in Walk-Through<br>(Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|---|--|---|
| <b>Domain 1a:</b> Demonstrating Knowledge of Content and Pedagogy | <b>1 2 3 4</b>   |   |
| <b>Domain 1b:</b> Demonstrating Knowledge of Students             | <b>1 2 3 4</b>   |   |
| <b>Domain 1c:</b> Setting Instructional Outcomes                  | <b>1 2 3 4</b>   |   |
| <b>Domain 1d:</b> Demonstrating Knowledge of Resources            | <b>1 2 3 4</b>   |   |
| <b>Domain 1e:</b> Designing Coherent Instruction                  | <b>1 2 3 4</b>   |   |
| <b>Domain 1f:</b> Designing Student Assessments                   | <b>1 2 3 4</b>   |   |

|  | Domain Present in Walk-Through<br>(Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|--|--|---|
| <b>Domain 2a:</b> Creating an environment of respect and rapport | <b>1 2 3 4</b>   |   |
| <b>Domain 2b:</b> Establishing a culture for learning            | <b>1 2 3 4</b>   |   |
| <b>Domain 2c:</b> Managing classroom procedures                  | <b>1 2 3 4</b>   |   |
| <b>Domain 2d:</b> Managing student behavior                      | <b>1 2 3 4</b>   |   |
| <b>Domain 2e:</b> Organizing physical space                      | <b>1 2 3 4</b>   |   |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|  | <b>Domain Present in Walk-Through (Rate 1-4 based on Danielson rubric)</b> | <b>Description of the domain within the lesson/classroom observation</b> |
|--|--|--|
| <b>Domain 3a:</b> Communicating with Students                  | <b>1 2 3 4</b>   |  |
| <b>Domain 3b:</b> Using Questioning and Discussion Techniques  | <b>1 2 3 4</b>   |  |
| <b>Domain 3c:</b> Engaging Students in Learning                | <b>1 2 3 4</b>   |  |
| <b>Domain 3d:</b> Using Assessment in Instruction              | <b>1 2 3 4</b>   |  |
| <b>Domain 3e:</b> Demonstrating flexibility and responsiveness | <b>1 2 3 4</b>   |  |

Average score of domains present: \_\_\_\_\_ out of 4

|                         |                   |
|-------------------------|-------------------|
| Administrator Comments: | Teacher Comments: |
|-------------------------|-------------------|

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

**Warsaw Central Schools  
Danielson Domain 4 Meeting**

Teacher Name: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

**\*\*Meeting to be completed in conjunction with an administrator no later than May 1\*\***

|   | Domain Present in Discussion<br>(Rate 1-4 based on Danielson rubric) | Description of domain completion<br>(from discussion and/or evidence presented) |
|---|--|---|
| <b>Domain 4a:</b> Reflecting on Teaching                    | <b>1 2 3 4</b>   |   |
| <b>Domain 4b:</b> Maintaining Accurate Records              | <b>1 2 3 4</b>   |   |
| <b>Domain 4c:</b> Communicating with Families               | <b>1 2 3 4</b>   |   |
| <b>Domain 4d:</b> Participating in a Professional Community | <b>1 2 3 4</b>   |   |
| <b>Domain 4e:</b> Growing and Developing Professionally     | <b>1 2 3 4</b>   |   |
| <b>Domain 4f:</b> Showing Professionalism                   | <b>1 2 3 4</b>   |   |

Average score of domains present: \_\_\_\_\_ out of 4

|                         |                   |
|-------------------------|-------------------|
| Administrator Comments: | Teacher Comments: |
|-------------------------|-------------------|

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

## End of Year Summative Meeting

As per New York State Regulations, each teacher is required to have an end of year summative meeting. This meeting is not included in your annual composite score or rating. Instead, this meeting is a conversation with your principal/supervisor to go over the ratings of your Other Measures 60% and/or any concerns regarding teacher performance. This summative meeting must take place by the end of the school year in June. Should all observations that are part of the Other Measures 60% be complete by the Domain Four Meeting (by May 1<sup>st</sup>), the teacher and principal/supervisor may mutually agree to complete this Summative Meeting during the Domain Four meeting.

## Annual Composite Score and Rating

Your annual composite score will be calculated by adding your scores together from the State 20% or 25% with value added method, the Local 20% or 15% with value added method and Other Measures 60%. From your composite score, a rating of Highly Effective, Effective, Developing or Ineffective will be assigned.

|                         |        |
|-------------------------|--------|
| Highly Effective Rating | 91-100 |
| Effective Rating        | 75-90  |
| Developing Rating       | 65-74  |
| Ineffective Rating      | 0-64   |

Your annual composite score and rating will become available when all state testing data has been returned to the school district by the Department of Education (usually in August). Once test scores have become available, your principal/supervisor will determine your annual composite score and rating. Your score and rating will be mailed to you between the middle of August and beginning of September. If you have any questions you may contact your principal/supervisor and set up a meeting to discuss your composite score and rating.

## Teacher Improvement Plan (TIP)

If a teacher receives an annual composite score which results in them being rated as “developing” or “ineffective” through the Annual Professional Performance Review, a Teacher Improvement Plan (TIP) shall be developed by the teacher, supervisor and others who are jointly determined by the district and Warsaw Educator’s Association. A TIP must be implemented no later than 10 school days after the date on which students are required to report for the opening of classes for the school year. The TIP will define specific standards-based goals that a teacher must make progress toward attaining within a specific period of time. The TIP will include:

- The identification of areas that need improvement
  - Differentiated activities to support improvements in these areas
  - A timeline for achieving improvement, with the following individuals present at all meetings: teacher, supervisor and union representative
    - An initial meeting to discuss the areas in need of improvement
    - A follow up meeting(s) to monitor the progress of the teacher
  - The manner in which achievement will be assessed
  - The plan will clearly describe the professional learning activities that the teacher must complete. These activities should be connected directly to the areas needing improvement.
  - The additional assistance and support that the teacher will receive will be clearly stated in the TIP.
- Please see the attached TIP form that will be completed should a TIP need to be implemented.

## Teacher Improvement Plan (TIP) Form

(To be completed jointly by the teacher and the administrator)

Name: \_\_\_\_\_

School: \_\_\_\_\_

TIP is based on composite score from \_\_\_\_\_ school year →

Grade/Subject: \_\_\_\_\_

School year TIP will be implemented: \_\_\_\_\_ →

Grade/Subject: \_\_\_\_\_

Date of initial TIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

**Teacher Comments:**

**Administrator Comments:**

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN<br>(Description of Steps to be taken) | TIMELINE | EVIDENCE OF PROGRESS |
|-----------------------------|---|----------|----------------------|
|                             |   |          |                      |
|                             |   |          |                      |
|                             |   |          |                      |

| -To be signed when Teacher Improvement Plan is initiated: | Action Steps Completed         | Satisfactory Progress          |
|---|--------------------------------|--------------------------------|
| Teacher Signature: _____ Date _____                       | <b>CIRCLE: YES NO</b>          | <b>CIRCLE: YES NO</b>          |
| Union Representative Signature: _____ Date _____          | Teacher Initials/Date: _____   | Teacher Initials/Date: _____   |
| Administrator Signature: _____ Date _____                 | Union Rep Initials/Date: _____ | Union Rep Initials/Date: _____ |
| Superintendent Signature: _____ Date _____                | Admin. Initials/Date: _____    | Admin. Initials/Date: _____    |
|   | Super. Initials/Date: _____    | Super. Initials/Date: _____    |

## Appeals Process

Appeals of Annual Professional Performance Reviews are limited to those that receive an annual composite rating of Ineffective or Developing only. A teacher CANNOT appeal a rating of Effective or Highly Effective. Appeals are limited to the following subjects:

- the substance of the APPR and rating given
- the district's adherence to the standards and methodologies required for such reviews
- adherence to the commissioner's regulations
- the district's compliance with its procedures for conducting the APPR
- the school district's issuance or implementation of the terms of the Teacher Improvement Plan under Education Law 3012-c

If a teacher receives an Ineffective or Developing rating, he or she may file only one appeal. All points for appeal must be written in one document. All appeals must be submitted in writing within 15 school days following the beginning of the school year, or by September 21, whichever is later. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her annual composite score. The teacher must also provide any additional documents or materials relevant to the appeal.

Within 15 school days of the receipt of an appeal, the Superintendent must hold a meeting with the person filing the appeal. The person filing the appeal may request the presence of union representatives at this meeting.

The final decision of the appeal will be made by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The response must include any and all additional documents or written materials specific to the points of disagreement. This written document must be submitted to the teacher appealing their rating, as well as the Warsaw Educator's Association President. All appeal decisions made by the superintendent, or superintendent's designee are final.

## 2012-2013 APPR Evaluation Method Selection

(to be submitted to your building principal/supervisor by FRIDAY SEPTEMBER 7, 2012)

Name: \_\_\_\_\_

Subject Area and Grade Levels: \_\_\_\_\_

**Directions:** Select 1 (ONE) of the options below. Non-Tenured teachers must choose the non-tenured teacher option. Tenured Teachers have the choice of Tenured Teacher Option A or Tenured Teacher Option B.

### NON-TENURED TEACHER EVALUATION

-2 Formal Observations

-3 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

### TENURED TEACHER: OPTION A

-1 Formal Observation

-2 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

### TENURED TEACHER: OPTION B

-5 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

\*All observations and meetings will be done using the Revised Danielson Framework for Teaching Rubric

\*The supervisor and staff member must mutually agree upon the observation method selected.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Warsaw Central School District APPR for Principals

## OTHER MEASURES (60%)

### I. School Visits

- A. The Superintendent will make a minimum of two visits to the principal's school for at least one hour each school year for the purpose of gathering evidence to support performance expectations as outlined in the agreed upon Rubric in this Agreement.
- B. One of the visits from the Superintendent will be unannounced which shall occur between October 1<sup>st</sup> and April 1<sup>st</sup>. The Superintendent will meet during the visit or within five (5) business days after the unannounced visit with the principal to provide feedback on the evidence gathered during the visit. During the unannounced visit, the Superintendent will shadow the principal.
- C. The principal shall invite the Superintendent to one announced visit and schedule the visit in collaboration with the Superintendent. The principal shall review with the Superintendent at the beginning of the visit the intended evidence to be provided. The Superintendent will meet during the visit or within five (5) business days after the announced visit with the principal to provide feedback on the evidence gathered during the visit.

### II. Structured Evidence Gathering

- A. The Superintendent shall schedule and meet once during the school year with the principal for the purpose of reviewing formative and summative assessment data for the principal's school. The principal shall compile and organize their school data for review. The principal will be responsible for leading the discussion through analysis of the data and reflection on what leadership actions are being taken in light of the data.
- B. The principal may submit to the Superintendent a portfolio of evidence benchmarked against the principal practice rubric. The format of the portfolio shall be at the discretion of the principal. The Superintendent must establish a submission date for the portfolio which shall be no later than ten (10) business days prior to the date that the Superintendent's annual evaluation on "Other Measures" is due.

### III. Principal Practice Rubric

- A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
- B. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.
- C. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:
  - Domain 1-Shared Vision of Learning: **10 points**
  - Domain 2-School Culture and Instructional Program: **20 points**
  - Domain 3-Safe, Efficient, Effective Learning Environment: **10 points**
  - Domain 4-Community: **5 points**
  - Domain 5-Integrity, Fairness, and Ethics: **10 points**
  - Domain 6-Political, Social, Economic, Legal and Cultural Context: **5 points**
- D. The Superintendent shall meet with principals as a group prior to the opening of school to discuss and share with the principals the expected evidence for each rating of each domain in the Rubric in accordance with the State issued Standards in E. of this section.

E. The following will be used in determining HEDI for Other Measures and the use of the Multidimensional Rubric.

| <b>Standards for Rating Categories</b> | <b>Other Measures of Effectiveness (Teacher and Leader Standards)</b>        |
|--|--|
| <b>Highly Effective</b>                | Overall performance and results exceed standards.                            |
| <b>Effective</b>                       | Overall performance and results meet standards.                              |
| <b>Developing</b>                      | Overall performance and results need improvement in order to meet standards. |
| <b>Ineffective</b>                     | Overall performance and results do not meet standards.                       |

C. See Appendix A “Scoring Bands for Multidimensional Rubric” which outlines the number of points to be assigned to the principal’s Other Measures component of APPR by the Superintendent. The Superintendent shall assign a point value for each Domain in accordance with Appendix A once the Superintendent has determined the HEDI designation for each Domain.

See Appendix A “Conversion Chart for 60% Other Measures (Rubric) which presents the APPR composite score based on the total number of points earned on the Multidimensional Rubric. In addition, the HEDI rating is presented based on the composite score converted from the total number of points earned on the Multidimensional Rubric.

**V. Timelines and Deadlines**

- A. Prior to July 15<sup>th</sup> annually, the Superintendent shall schedule and conduct a group meeting with all principals for the purpose of reviewing the terms and conditions of this Plan, the procedures, processes, and timelines for the execution of the Plan. The Association President, if not a principal, shall be invited to attend this meeting.
- B. Between January 1<sup>st</sup> and January 30<sup>th</sup>, the Superintendent shall schedule and conduct a Mid-Year Assessment meeting with each principal. The purpose of the meeting is for the Superintendent to identify any performance concerns based on evidence gathered or the lack of evidence gathered with the principal since July 1<sup>st</sup> of the preceding calendar year. The principal shall not be required to present any data or evidence during this meeting; however, the principal may respond to the concerns of the Superintendent. Within ten (10) business days after the Mid-Year Assessment meeting, the Superintendent shall provide to the principal in writing a summary of the Mid-Year Assessment. This document shall not be placed in the principal’s District personnel file, but rather shall be considered a written communication between the principal and Superintendent for professional development purposes. The summary may be submitted as evidence during any appeal process or hearing related to APPR.
- C. Prior to June 15<sup>th</sup>, the Superintendent shall schedule and conduct a Pre-Assessment Meeting. The purpose of the Pre-Assessment Meeting is for the principal to present at his/her discretion additional evidence against the principal practice rubric.

- D. By June 30<sup>th</sup>, the Superintendent shall present to the principal all completed components of the APPR for that school year. When all data is known by the District, within ten (10) business days the complete APPR assessment will be presented to the principal.

**VI. Principal Improvement Plan**

- A. Upon rating a principal as ineffective or developing, a Principal Improvement Plan (PIP) designed to rectify perceived or demonstrated deficiencies shall be developed and commenced no later than ten (10) school days after the start of the student school year. The Lead Evaluator for the principal, in conjunction with the principal, shall develop an improvement plan that contains:
1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
  2. Specific improvement goal/outcome statements.
  3. Specific improvement action steps/activities.
  4. A reasonable time line for achieving improvement.
  5. Required and accessible resources.
  6. A formative evaluation process documenting meetings scheduled monthly throughout the year to assess progress. These meetings shall be scheduled by the Lead Evaluator. A written summary of feedback by the Lead Evaluator on progress shall be given within ten (10) business days of each meeting.
  7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
  8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
- B. The Superintendent shall present a PIP consistent with the rubrics in (A) of this section and present it to the principal no later than ten (10) business days after the start of the student school year. The Superintendent will schedule a work session with the principal prior to the start of the school year to review and discuss the plan and to consider input from the principal.
- C. The formal, final written summative assessment in A.8 of this section shall be completed and reviewed with the principal by June 1<sup>st</sup>.
- D. Performance on the PIP does not guarantee a specific rating on the current year appraisal.

## Principal Improvement Plan (PIP) Form

(To be completed jointly by the principal and the superintendent)

Name: \_\_\_\_\_

School: \_\_\_\_\_

PIP is based on composite score from \_\_\_\_\_ school year →

Grade/Subject: \_\_\_\_\_

School year PIP will be implemented: \_\_\_\_\_ →

Grade/Subject: \_\_\_\_\_

Date of initial PIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

**Principal Comments:**

**Superintendent Comments:**

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN<br>(Description of Steps to be taken) | TIMELINE | EVIDENCE OF PROGRESS |
|-----------------------------|---|----------|----------------------|
|                             |   |          |                      |
|                             |   |          |                      |
|                             |   |          |                      |

|  |   |   |
|--|---|---|
| <p style="text-align: center;"><b>-To be signed when Principal Improvement Plan is initiated:</b></p> <p>Principal Signature: _____ Date _____</p> <p>Superintendent Signature: _____ Date _____</p> | <p style="text-align: center;"><b>Action Steps Completed</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Princ. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> | <p style="text-align: center;"><b>Satisfactory Progress</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Princ.. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> |
|--|---|---|

## VII. Appeals Process

- A. Appeals are limited to those identified by Education Law §3012-c, as follows:
  1. The substance of the annual professional performance review;
  2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
  3. The adherence to the Commissioner's regulations, as applicable to such reviews;
  4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
  5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.
- B. Appeals of annual professional performance reviews for tenured principals may be brought for ineffective, developing or any rating tied to compensation. Appeals of annual professional performance reviews for non-tenured principals may be brought for ineffective or any rating tied to compensation.
- C. 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.
- D. The burden shall be on the principals to establish evidence that the rating given was not justified or that an improvement plan was inappropriately issued and/or implemented.
- E. All appeals shall be filed in writing and submitted to the Superintendent's Office with receipt provided by the Superintendent's Office.
- F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.
- G. 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.
- H. When filing an appeal, the principal must submit a written description of the specific areas of 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.
- I. 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.
- J. Within five (5) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of approved hearing officers, the Superintendent and Association President shall at the beginning of the school year mutually agree upon no less than two and no more than four hearing officers. The hearing officer for a specific appeal hearing will be assigned by lottery from this list.
- K. The hearing officer shall review the documents submitted by the principal and the District. The appeal shall be based on the written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and any additional documentary evidence submitted with such response papers.

- L. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the review of the documents. Such decision shall be a final administrative decision. 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 or set aside a district’s rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.
- M. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a 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.
- N. If the appeal is denied, the District and principal shall share the cost of the hearing officer provided that the total cost does not exceed \$400. If the appeal is sustained, the District shall pay the cost of the hearing officer.
- O. 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.
- P. 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 her/his right to file an appeal.

**VIII. Local Student Performance Measures**

Principals shall receive scores and ratings for local student performance measures for 2012-2013 using the same measures, scoring bands, and conversion charts as agreed to by the teachers. Grades K-5 will be used for the Elementary School Principal and grades 6-12 for the Secondary School Principal.

**IX. Overall Evaluation Summary**

For principals for whom there is no SED approved Value-Added measure of student growth the scoring ranges shall be:

| <b>HEDI</b>      | <b>State</b> | <b>Local</b> | <b>Other Measures (Rubric)</b> | <b>Composite Score</b> |
|------------------|--------------|--------------|--------------------------------|------------------------|
| Highly Effective | 18-20        | 18-20        | 59-60                          | 91-100                 |
| Effective        | 9-17         | 9-17         | 57-58                          | 75-90                  |
| Developing       | 3-8          | 3-8          | 50-56                          | 65-74                  |
| Ineffective      | 0-2          | 0-2          | 0-49                           | 0-64                   |

For principals for whom there is a SED approved Value-Added measure of student growth the scoring ranges shall be:

| <b>HEDI</b>      | <b>State</b> | <b>Local</b> | <b>Other Measures (Rubric)</b> | <b>Composite Score</b> |
|------------------|--------------|--------------|--------------------------------|------------------------|
| Highly Effective | 22-25        | 14-15        | 59-60                          | 91-100                 |
| Effective        | 10-21        | 8-13         | 57-58                          | 75-90                  |
| Developing       | 3-9          | 3-7          | 50-56                          | 65-74                  |
| Ineffective      | 0-2          | 0-2          | 0-49                           | 0-64                   |

## Teacher Improvement Plan (TIP) Form

(To be completed jointly by the teacher and the administrator)

Name: \_\_\_\_\_

School: \_\_\_\_\_

TIP is based on composite score from \_\_\_\_\_ school year →

Grade/Subject: \_\_\_\_\_

School year TIP will be implemented: \_\_\_\_\_ →

Grade/Subject: \_\_\_\_\_

Date of initial TIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN<br>(Description of Steps to be taken) | TIMELINE | EVIDENCE OF PROGRESS |
|-----------------------------|---|----------|----------------------|
|                             |   |          |                      |
|                             |   |          |                      |
|                             |   |          |                      |

Teacher Comments:

Administrator Comments:

|   |   |  |
|---|---|--|
| <p style="text-align: center;"><b>-To be signed when Teacher Improvement Plan is initiated:</b></p> <p>Teacher Signature: _____ Date _____</p> <p>Union Representative Signature: _____ Date _____</p> <p>Administrator Signature: _____ Date _____</p> <p>Superintendent Signature: _____ Date _____</p> | <p style="text-align: center;"><b>Action Steps Completed</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Teacher Initials/Date: _____</p> <p>Union Rep Initials/Date: _____</p> <p>Admin. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> | <p style="text-align: center;"><b>Satisfactory Progress</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Teacher Initials/Date: _____</p> <p>Union Rep Initials/Date: _____</p> <p>Admin. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> |
|---|---|--|

## Explanation of the Local Scoring

15% of your annual composite score will be based upon measures that were negotiated by the APPR Committee. You will be given a score for this 15% of the plan using the average of the percentage of students passing state assessments during the 2012-2013 school year. PK-5 principals will be rated using 3<sup>rd</sup>-5<sup>th</sup> grade State Assessments in ELA and Math. 6-12 principals will be rated using a combination of 6<sup>th</sup>-8<sup>th</sup> grade State Assessments in ELA and Math, as well as Regents Exams.

### **-Local 15% for all PK-5 Principals**

-Passing Rates (3s and 4s) on the following state assessments will be averaged together when scores are released by the state:

- 3<sup>rd</sup> grade English Language Arts
- 3<sup>rd</sup> grade Math
- 4<sup>th</sup> grade English Language Arts
- 4<sup>th</sup> grade Math
- 5<sup>th</sup> grade English Language Arts
- 5<sup>th</sup> grade Math

-From the average of these scores, a rating out of 15 will be given to each principal.

|                             | <b>Principal Score<br/>out of 15</b> | <b>Percentage of Students Passing (3s and 4s) the State<br/>ELA and Math Assessments</b> |
|-----------------------------|--------------------------------------|--|
| <b>Highly<br/>Effective</b> | 15                                   | 85%-100% passing   |
|                             | 15                                   | 71%-84%  |
|                             | 14                                   | 61%-70%  |
| <b>Effective</b>            | 13                                   | 60%  |
|                             | 13                                   | 59%  |
|                             | 12                                   | 58%  |
|                             | 12                                   | 57%  |
|                             | 11                                   | 56%  |
|                             | 11                                   | 55%  |
|                             | 10                                   | 54%  |
|                             | 9                                    | 53%  |
| <b>Developing</b>           | 8                                    | 52%  |
|                             | 7                                    | 50%-51%  |
|                             | 7                                    | 48%-49%  |
|                             | 6                                    | 46%-47%  |
|                             | 5                                    | 44%-45%  |
|                             | 4                                    | 42%-43%  |
| <b>Ineffective</b>          | 3                                    | 40%-41%  |
|                             | 2                                    | 30%-39%  |
|                             | 1                                    | 21%-29%  |
|                             | 0                                    | 0%-20%   |

**-Local 15% for all 6-12 Principals**

-The percentage of students who successfully pass each assessment listed below will be averaged together when scores are released by the state or when Regents Exams are graded:

- 6<sup>th</sup> grade English Language Arts
- 6<sup>th</sup> grade Math
- 7<sup>th</sup> grade English Language Arts
- 7<sup>th</sup> grade Math
- 8<sup>th</sup> grade English Language Arts
- 8<sup>th</sup> grade Math
- Integrated Algebra Regents Exam
- Living Environment Regents Exam
- Global History and Geography Regents Exam
- United States History and Government Regents Exam
- English Language Arts Regents Exam

-From the average of these scores, a rating out of 15 will be given to each principal.

|                             | <b>Principal Score<br/>out of 15</b> | <b>Average Passing Rate of the State 6<sup>th</sup> - 8<sup>th</sup> ELA<br/>and Math Assessments (3s and 4s) AND<br/>Regents Exams (65)</b> |
|-----------------------------|--------------------------------------|--|
| <b>Highly<br/>Effective</b> | 15                                   | 85%-100% passing   |
|                             | 15                                   | 80%-84%  |
|                             | 14                                   | 73%-79%  |
| <b>Effective</b>            | 13                                   | 72%  |
|                             | 13                                   | 71%  |
|                             | 12                                   | 70%  |
|                             | 12                                   | 69%  |
|                             | 11                                   | 68%  |
|                             | 11                                   | 67%  |
|                             | 10                                   | 66%  |
|                             | 9                                    | 65%  |
| <b>Developing</b>           | 8                                    | 64%  |
|                             | 7                                    | 62%-63%  |
|                             | 7                                    | 60%-61%  |
|                             | 6                                    | 58%-59%  |
|                             | 5                                    | 56%-57%  |
|                             | 4                                    | 54%-55%  |
|                             | 3                                    | 51%-53%  |
| <b>Ineffective</b>          | 2                                    | 41%-50%  |
|                             | 1                                    | 21%-40%  |
|                             | 0                                    | 0%-20%   |



Warsaw Central Schools

**Guide to the Annual Professional Performance  
Review**



**2012-2013**

**Teachers and Principals**

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## Introduction to the 2012-2013 APPR Plan

The goal of this document is to present an outline of the Annual Professional Performance Review (APPR) which is consistent with the new education laws of the State of New York (3012-c) and the Commissioner of Education's regulations. This plan is set forth by the Warsaw Central School District in order to comply with the mandates of the law. The development of this plan began in November 2011. The APPR committee met to develop the APPR plan to present to the district and the Warsaw Educator's Association. The committee was composed of four WEA representatives and four district representatives. The committee worked collaboratively to develop an outline of the APPR plan based on the multiple measures of the new requirements under the law.

### Members of the APPR Committee

Mrs. Jennifer Bertrand, 3<sup>rd</sup> Grade Teacher  
Dr. Valerie Burke, Superintendent of Schools  
Mr. Thomas A. Cox, Interim Superintendent of Schools  
Mrs. Ruth Ann Fultz, Middle School Math and Spanish Teacher  
Mr. Michael Leone, Genesee Valley Educational Partnership Legal Counsel  
Mrs. Elizabeth McGary, High School Social Studies Teacher  
Mrs. Kimberly Monahan, Director of Curriculum and Instruction  
Mr. Shawn Monahan, NYSUT Labor Relations Specialist  
Mr. Steve Saxton, Elementary School Principal

This APPR procedure will result in teachers of the Warsaw Central School District receiving an annual composite effectiveness score, which will result in a rating of Highly Effective, Effective, Developing or Ineffective. This composite score and rating will be determined by the following multiple measures:

**-State 20%:** This portion of the plan is based upon student growth measured by State assessments or student learning objectives developed from comparable regional assessments. Upon SED's adoption of the value added method in Grades 4-8 ELA and Math teachers will receive a state score out of 25%.

**-Local 20%:** This portion of the plan is based upon measures that were agreed upon by the APPR committee. In this APPR plan, teachers throughout the district will be given a rating based upon the average of the percentage of students passing state assessments given during the 2012-2013 school year. Upon SED's adoption of the value added method in Grades 4-8 ELA and Math teachers will receive a local score out of 15%.

**-Other Measures 60%:** This portion of the plan includes teacher observations by school administrators. Each teacher will be observed multiple times throughout the school year via walk-through observations and/or formal observations. These observations will be made using the Revised Danielson Framework for Teachers. In addition, teachers will meet with their administrator to discuss/show evidence so that they can be rated on the components of Domain Four of the Danielson Framework.

All portions of this plan will be explained in the pages that follow.

Please note that this document is a user-friendly summary of the APPR plan for teachers and administrators in the Warsaw Central School District. The document that will be submitted to the State Education Department is quite lengthy and complex. Therefore, the committee believed it necessary to create a more accessible document for teacher and administrator use. The district will submit the original document to the State

Education Department for approval and that document will become available on the school website once it has been approved.

**Explanation of the State 20%, or 25% with Value Added Method for Grades 4-8 ELA and Math**

This portion of the APPR has been dictated by the state and is centered on student growth measured by state or regionally created assessments.

**-For Teachers of Grades 4-8 ELA and Math:**

-Teachers of grades 4-8 ELA and math will receive a state assigned growth score at the conclusion of the instructional year after all state tests are scored and evaluated. The only exception to this would be if a 4-8 teacher had less than 50% of their students in ELA or math. In this case, a SLO would be required (see following paragraph). This growth score will be out of 20, or 25 when value added measure is adopted by the state, and will factor into your annual composite score and rating. Your growth score is based upon your student’s achievement and growth over the academic year as assessed by state testing in ELA and/or math.

**-For all Other Teachers (K-3, 6-8 Social Studies and Science, all 9-12 Teachers, Foreign Language, Music, Technology, Library, Art, PE, Home and Careers, etc.):**

-Teachers in all other grades and areas EXCEPT grades 4-8 ELA and math must develop Student Learning Objectives for 51% of their students. At the beginning of the school year, teachers will develop pre-assessments to administer in order to obtain a base-line of student’s knowledge. From the pre-assessment, you will create a target for student growth that is reasonable and measurable over the course of the school year (or semester for half year courses). In order to measure growth and if students met the target you set forth at the beginning of the year, post-assessments must be given. If you teach a course that has a state assessment or Regents Exam at the end of the year, your post-assessment will be that test. If, however, your course does NOT have a state assessment or Regents Exam at the end of the year, you will use a GVEP/BOCES approved post-assessment. Once you receive scores for your post-assessment you will analyze the data to determine if your students met the target you set forth at the beginning of the year. The percentage of students reaching the target will then be converted to determine your State 20% score using the chart below:

|                  | Teacher score out of 20 | Percentage of Students who met the SLO Target Goal |
|------------------|-------------------------|--|
| Highly Effective | 20                      | 97%-100%   |
|                  | 19                      | 93%-96%  |
|                  | 18                      | 89%-92%  |
| Effective        | 17                      | 88%  |
|                  | 16                      | 87%  |
|                  | 15                      | 86%  |
|                  | 14                      | 85%  |
|                  | 13                      | 84%  |
|                  | 12                      | 83%  |
|                  | 11                      | 82%  |
|                  | 10                      | 81%  |
| Developing       | 9                       | 80%  |
|                  | 8                       | 78%-79%  |
|                  | 7                       | 76%-77%  |
|                  | 6                       | 74%-75%  |
|                  | 5                       | 72%-73%  |
|                  | 4                       | 70%-71%  |
| Ineffective      | 3                       | 68%-69%  |
|                  | 2                       | 57%-67%  |
|                  | 1                       | 46%-56%  |

|  |   |        |
|--|---|--------|
|  | 0 | 0%-45% |
|--|---|--------|

-Student Learning Objectives (SLOs) will be developed on October 5<sup>th</sup> at the scheduled Superintendent’s Conference Day. Prior to this conference day you must have pre-assessment data completed and an idea for a target goal for your students.

**Explanation of the Local 20% (15% for Grades 4-8 ELA & Math with Value Added Method)**

20% (or 15% with Value Added Method) of your annual composite score will be based upon measures that were negotiated by the APPR Committee. You will be given a score for this 20%, or 15%, of the plan using the average of the percentage of students passing state assessments during the 2012-2013 school year. K-5 teachers will be rated using 3<sup>rd</sup>-5<sup>th</sup> grade State Assessments in ELA and Math. 6-12 teachers will be rated using a combination of 6<sup>th</sup>-8<sup>th</sup> grade State Assessments in ELA and Math, as well as Regents Exams.

**-Local 20%, or 15% for Grades 4-5 ELA and Math with value added method, for Teachers K-5.**

-Passing Rates (percentage of students who score at levels 3 and 4) on the following state assessments will be averaged together when scores are released by the state:

- 3<sup>rd</sup> grade English Language Arts
- 3<sup>rd</sup> grade Math
- 4<sup>th</sup> grade English Language Arts
- 4<sup>th</sup> grade Math
- 5<sup>th</sup> grade English Language Arts
- 5<sup>th</sup> grade Math

-A score out of 20, or 15, will be given to each teacher. Teachers K-5 will be given a score based on the average percentage of students passing (3’s and 4’s) these six exams. (4<sup>th</sup>-5<sup>th</sup> ELA and Math teachers will get a score from the 15 point scale, below, when the State adopts the value added method.)

|                  | Teacher Score out of 20 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments |
|------------------|-------------------------|---|
| Highly Effective | 20                      | 88%-100%  |
|                  | 19                      | 75%-87%   |
|                  | 18                      | 62%-74%   |
| Effective        | 17                      | 60%-61%   |
|                  | 16                      | 58%-59%   |
|                  | 15                      | 56%-57%   |
|                  | 14                      | 55%   |
|                  | 13                      | 54%   |
|                  | 12                      | 53%   |
|                  | 11                      | 52%   |
|                  | 10                      | 51%   |
|                  | 9                       | 50%   |
| Developing       | 8                       | 49%   |
|                  | 7                       | 48%   |
|                  | 6                       | 46%-47%   |
|                  | 5                       | 44%-45%   |
|                  | 4                       | 42%-43%   |
|                  | 3                       | 40%-41%   |
| Ineffective      | 2                       | 30%-39%   |
|                  | 1                       | 21%-29%   |

|  |   |        |
|--|---|--------|
|  | 0 | 0%-20% |
|--|---|--------|

**Local 15% for ELA and Math Teachers in Grades 4 and 5 upon adoption of Value Added Method.**

|                         | Teacher Score out of 15 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments |
|-------------------------|-------------------------|---|
| <b>Highly Effective</b> | 15                      | 82%-100%  |
|                         | 14                      | 62%-81%   |
| <b>Effective</b>        | 13                      | 60%-61%   |
|                         | 12                      | 58%-59%   |
|                         | 11                      | 56%-57%   |
|                         | 10                      | 54%-55%   |
|                         | 9                       | 52%-53%   |
|                         | 8                       | 50%-51%   |
| <b>Developing</b>       | 7                       | 48%-49%   |
|                         | 6                       | 46%-47%   |
|                         | 5                       | 44%-45%   |
|                         | 4                       | 42%-43%   |
|                         | 3                       | 40%-41%   |
| <b>Ineffective</b>      | 2                       | 27%-39%   |
|                         | 1                       | 14%-26%   |
|                         | 0                       | 0%-13%  |

**-Local 20%, or 15% for Grades 6-8 ELA and Math with value added method, for Teachers 6-12.**

-The percentage of students who successfully pass each assessment listed below will be averaged together when scores are released by the state or when Regents Exams are graded:

- 6<sup>th</sup> grade ELA
- 6<sup>th</sup> grade Math
- 7<sup>th</sup> grade English Language Arts
- 7<sup>th</sup> grade Math
- 8<sup>th</sup> grade English Language Arts
- 8<sup>th</sup> grade Math
- Integrated Algebra Regents Exam
- Living Environment Regents Exam
- Global History and Geography Regents Exam
- United States History and Government Regents Exam
- English Language Arts Regents Exam

-A score out of 20, or 15 with value added method for Grades 6-8 ELA and Math, will be given to each teacher. Teachers 6-12 will be given a score based on the average percent of students passing the 11 exams. (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ELA and Math teachers will get a score from the 15 point scale, below, when the State adopts the value added method.)

|                         | Teacher Score out of 20 | Average Passing Rate on the State 6 <sup>th</sup> - 8 <sup>th</sup> ELA and Math Assessments (3s and 4s) and Regents Exams |
|-------------------------|-------------------------|--|
| <b>Highly Effective</b> | 20                      | 91%-100%   |
|                         | 19                      | 81%-90%  |
|                         | 18                      | 71%-80%  |
| <b>Effective</b>        | 17                      | 69%-70%  |
|                         | 16                      | 67%-68%  |
|                         | 15                      | 65%-66%  |
|                         | 14                      | 63%-64%  |
|                         | 13                      | 61%-62%  |
|                         | 12                      | 60%  |
|                         | 11                      | 59%  |
|                         | 10                      | 58%  |
|                         | 9                       | 57%  |
| <b>Developing</b>       | 8                       | 56%  |
|                         | 7                       | 55%  |
|                         | 6                       | 54%  |
|                         | 5                       | 53%  |
|                         | 4                       | 52%  |
|                         | 3                       | 51%  |
| <b>Ineffective</b>      | 2                       | 41%-50%  |
|                         | 1                       | 21%-40%  |
|                         | 0                       | 0%-20%   |

**Local 15% for ELA and Math Teachers in Grades 6-8 upon adoption of Value Added Method.**

|                         | Teacher Score out of 15 | Percentage of Students Passing (3s and 4s) the State ELA and Math Assessments |
|-------------------------|-------------------------|---|
| <b>Highly Effective</b> | 15                      | 86%-100%  |
|                         | 14                      | 71%-85%   |
| <b>Effective</b>        | 13                      | 68%-70%   |
|                         | 12                      | 66%-67%   |
|                         | 11                      | 64%-65%   |
|                         | 10                      | 62%-63%   |
|                         | 9                       | 60%-61%   |
|                         | 8                       | 57%-59%   |
|                         | <b>Developing</b>       | 7   |
| 6                       |                         | 54%   |
| 5                       |                         | 53%   |
| 4                       |                         | 52%   |
| 3                       |                         | 51%   |

|                    |   |         |
|--------------------|---|---------|
| <b>Ineffective</b> | 2 | 41%-50% |
|                    | 1 | 21%-40% |
|                    | 0 | 0%-20%  |

### **Explanation of Other Measures 60%**

-60% of your annual composite score will be based on a combination of observations and a Domain Four meeting with your principal or supervisor.

**-Choices for Observation/Domain Four Meetings:**

-If you are a **non-tenured** teacher, your Other Measures 60% will be made up of the following components:

- 2 Formal Observations
- 3 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

-If you are a **tenured** teacher, you have two options to complete your Other Measures 60%:

**-Option A:**

- 1 Formal Observation
- 2 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

**-Option B:**

- 5 Walk-Through Observations
- 1 Professional Meeting with Supervisor regarding Domain 4

**-Explanation of Observations:**

-Dependent upon your tenure status in the district, you will have an option of observation formats. As per New York State Regulations, all teachers must be observed multiple times throughout the school year. You will be observed by your principal or supervisor via walk-through observations or formal observations. All observations will be assessed using the Danielson Revised Framework for Teachers, Domains 1-3.

**-Formal Observation:** This scheduled observation method is made up of a pre-observation meeting in which you and your principal/supervisor discuss the plans for a full period of classroom instruction. You are asked to complete a lesson plan write-up with accompanying documents for the pre-observation meeting (see forms that follow). Your principal/supervisor will observe the lesson at a time that is mutually agreed upon. Within five school days after the observation a post-observation meeting must be conducted. During the post-observation meeting you must provide a written reflection of your lesson (see forms that follow). Within three school days of the post-observation meeting, your principal/supervisor must provide you with the Formal Observation Form (see forms that follow). All formal observations must be completed by June 1<sup>st</sup>.

**-Walk-Through Observation:** This observation method is unscheduled and can happen any day or class period, **EXCEPT** the following days:

- no walk-through observations can be made before the first full week of school
- no walk-through observations can be made two days before or two days after a break of three or more school days (ie: large holiday breaks)

Walk-Through Observations are to last between ten and fifteen minutes. During the observation, your principal/supervisor will observe a portion of your lesson and fill out the Walk-Through Observation Form (see forms that follow). Every attempt will be made to return this form to the teacher within one school day. All Walk-Through Observations must be completed by May 1<sup>st</sup>.

**-Explanation of the Domain Four Meeting**

-Because Domain 4 of the Revised Danielson Framework for Teaching cannot be assessed fully via classroom observations, each teacher will meet with their principal/supervisor to discuss the components of this Domain. These meetings are intended to be a conversation between administrator and teacher. Teachers are strongly encouraged to bring evidence of Domain 4 components to the meeting. This is **NOT** a portfolio assignment, but rather a chance to show evidence as it relates to the components of Domain Four. During this meeting, your principal/supervisor will collect information in order to fill out the Domain 4 meeting form (see forms that follow). All Domain 4 meetings must be completed by May 1<sup>st</sup>.

**-How the 60% of your yearly Composite Score will be calculated:**

-Each observation and the Domain 4 Meeting will receive an average rating of each Danielson component that is observed/discussed during observations and meetings. From each observation and meeting your scores (each ranging from 1 to 4) will be averaged together and then converted using the scale below. The only exception to this is if a tenured teacher chooses Option A. If you choose Option A, your formal observation score will be added three times into the average.

|                         | <b>Total Average Score of all Observations and Domain 4 Meeting</b> | <b>Conversion Scores for the Overall Composite Score</b> |
|-------------------------|---|--|
| <b>Highly Effective</b> | 4   | 60.25 (round to 60)                                      |
|                         | 3.9   | 60   |
|                         | 3.8   | 59.8   |
|                         | 3.7   | 59.5   |
|                         | 3.6   | 59.3   |
|                         | 3.5   | 59   |
| <b>Effective</b>        | 3.4   | 58.8   |
|                         | 3.3   | 58.6   |
|                         | 3.2   | 58.4   |
|                         | 3.1   | 58.2   |
|                         | 3   | 58   |
|                         | 2.9   | 57.8   |
|                         | 2.8   | 57.6   |
|                         | 2.7   | 57.4   |
|                         | 2.6   | 57.2   |
|                         | 2.5   | 57   |
| <b>Developing</b>       | 2.4   | 56.3   |
|                         | 2.3   | 55.6   |
|                         | 2.2   | 54.9   |
|                         | 2.1   | 54.2   |
|                         | 2   | 53.5   |
|                         | 1.9   | 52.8   |
|                         | 1.8   | 52.1   |
|                         | 1.7   | 51.4   |
|                         | 1.6   | 50.7   |
|                         | 1.5   | 50   |
| <b>Minimum</b>          | 1.400   | 49   |

|  |       |    |
|--|-------|----|
|  | 1.392 | 48 |
|  | 1.383 | 47 |
|  | 1.375 | 46 |
|  | 1.367 | 45 |
|  | 1.358 | 44 |
|  | 1.350 | 43 |
|  | 1.342 | 42 |
|  | 1.333 | 41 |
|  | 1.325 | 40 |
|  | 1.317 | 39 |
|  | 1.308 | 38 |
|  | 1.300 | 37 |
|  | 1.292 | 36 |
|  | 1.283 | 35 |
|  | 1.275 | 34 |
|  | 1.267 | 33 |
|  | 1.258 | 32 |
|  | 1.250 | 31 |
|  | 1.242 | 30 |
|  | 1.233 | 29 |
|  | 1.225 | 28 |
|  | 1.217 | 27 |
|  | 1.208 | 26 |
|  | 1.200 | 25 |
|  | 1.192 | 24 |
|  | 1.185 | 23 |
|  | 1.177 | 22 |
|  | 1.169 | 21 |
|  | 1.162 | 20 |
|  | 1.154 | 19 |
|  | 1.146 | 18 |
|  | 1.138 | 17 |
|  | 1.131 | 16 |
|  | 1.123 | 15 |
|  | 1.115 | 14 |
|  | 1.108 | 13 |
|  | 1.100 | 12 |
|  | 1.092 | 11 |
|  | 1.083 | 10 |
|  | 1.075 | 9  |
|  | 1.067 | 8  |
|  | 1.058 | 7  |
|  | 1.050 | 6  |
|  | 1.042 | 5  |
|  | 1.033 | 4  |
|  | 1.025 | 3  |
|  | 1.017 | 2  |
|  | 1.008 | 1  |
|  | 1.000 | 0  |

Ineffective

Name of Teacher: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

**Protocol for a Pre-Observation (Planning) Conference**  
***Teacher or Specialist***

1. To which part of your curriculum does this lesson relate?
  
2. How does this learning “fit” in the sequence of learning for this class?
  
3. Briefly describe the students in this class, including those with special needs. How will you differentiate instruction for different individuals or groups of students in the class?
  
4. What are your learning outcomes for this lesson? What do you want the students to understand?
  
5. How will you engage students in the learning?
  
6. How will you incorporate 21<sup>st</sup> Century learning skills in your lesson?
  
7. How will you incorporate Constructivist learning in your lesson?
  
8. How and when will you know whether the students have learned what you intend?
  
9. Is there anything that you would like me to specifically observe during the lesson?  

|  |  |  |
|--|--|--|
| <input type="checkbox"/> Questioning   | <input type="checkbox"/> Procedures            | <input type="checkbox"/> Pacing                |
| <input type="checkbox"/> Classroom Management                                | <input type="checkbox"/> Student Feedback      | <input type="checkbox"/> Assessment Techniques |
| <input type="checkbox"/> A particular instructional strategy (specify below) | <input type="checkbox"/> Other (specify below) |  |



**Warsaw Central Schools  
Formal Observation**

Teacher Name: \_\_\_\_\_

Date of Formal Observation: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

Time of Formal Observation: \_\_\_\_\_

Formal Observation #: \_\_\_\_\_

**Brief Description of Lesson or Classroom Activity:**

**Domains:**

|   | Domain Present in Formal Observation<br>(Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|---|--|---|
| <b>Domain 1a:</b> Demonstrating Knowledge of Content and Pedagogy | 1 2 3 4  |   |
| <b>Domain 1b:</b> Demonstrating Knowledge of Students             | 1 2 3 4  |   |
| <b>Domain 1c:</b> Setting Instructional Outcomes                  | 1 2 3 4  |   |
| <b>Domain 1d:</b> Demonstrating Knowledge of Resources            | 1 2 3 4  |   |
| <b>Domain 1e:</b> Designing Coherent Instruction                  | 1 2 3 4  |   |
| <b>Domain 1f:</b> Designing Student Assessments                   | 1 2 3 4  |   |

|  | Domain Present in Formal Observation<br>(Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|--|--|---|
| <b>Domain 2a:</b> Creating an environment of respect and rapport | 1 2 3 4  |   |
| <b>Domain 2b:</b> Establishing a culture for learning            | 1 2 3 4  |   |
| <b>Domain 2c:</b> Managing classroom procedures                  | 1 2 3 4  |   |
| <b>Domain 2d:</b> Managing student behavior                      | 1 2 3 4  |   |
| <b>Domain 2e:</b> Organizing physical space                      | 1 2 3 4  |   |

|  | <b>Domain Present in Formal Observation (Rate 1-4 based on Danielson rubric)</b> | <b>Description of the domain within the lesson/classroom observation</b> |
|--|--|--|
| <b>Domain 3a:</b> Communicating with Students                  | <b>1 2 3 4</b>   |  |
| <b>Domain 3b:</b> Using Questioning and Discussion Techniques  | <b>1 2 3 4</b>   |  |
| <b>Domain 3c:</b> Engaging Students in Learning                | <b>1 2 3 4</b>   |  |
| <b>Domain 3d:</b> Using Assessment in Instruction              | <b>1 2 3 4</b>   |  |
| <b>Domain 3e:</b> Demonstrating flexibility and responsiveness | <b>1 2 3 4</b>   |  |

Average score of domains present: \_\_\_\_\_ out of 4

**Talking Points for Post-Observation Meeting:**

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

**Warsaw Central Schools  
Walk-Through Observation  
(10 to 15 minutes)**

Teacher Name: \_\_\_\_\_  
Grade Level and Subject: \_\_\_\_\_

Date of Walk-Through: \_\_\_\_\_  
Time of Walk-Through: \_\_\_\_\_  
Walk Through Observation #: \_\_\_\_\_

**Brief Description of Lesson or Classroom Activity:**

**Domains:**

|   | Domain Present in Walk-Through (Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|---|---|---|
| <b>Domain 1a:</b> Demonstrating Knowledge of Content and Pedagogy | 1 2 3 4   |   |
| <b>Domain 1b:</b> Demonstrating Knowledge of Students             | 1 2 3 4   |   |
| <b>Domain 1c:</b> Setting Instructional Outcomes                  | 1 2 3 4   |   |
| <b>Domain 1d:</b> Demonstrating Knowledge of Resources            | 1 2 3 4   |   |
| <b>Domain 1e:</b> Designing Coherent Instruction                  | 1 2 3 4   |   |
| <b>Domain 1f:</b> Designing Student Assessments                   | 1 2 3 4   |   |

|  | Domain Present in Walk-Through (Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|--|---|---|
| <b>Domain 2a:</b> Creating an environment of respect and rapport | 1 2 3 4   |   |
| <b>Domain 2b:</b> Establishing a culture for learning            | 1 2 3 4   |   |
| <b>Domain 2c:</b> Managing classroom procedures                  | 1 2 3 4   |   |
| <b>Domain 2d:</b> Managing student behavior                      | 1 2 3 4   |   |
| <b>Domain 2e:</b> Organizing physical space                      | 1 2 3 4   |   |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|  | Domain Present in Walk-Through (Rate 1-4 based on Danielson rubric) | Description of the domain within the lesson/classroom observation |
|--|---|---|
| <b>Domain 3a:</b> Communicating with Students                  | <b>1 2 3 4</b>  |   |
| <b>Domain 3b:</b> Using Questioning and Discussion Techniques  | <b>1 2 3 4</b>  |   |
| <b>Domain 3c:</b> Engaging Students in Learning                | <b>1 2 3 4</b>  |   |
| <b>Domain 3d:</b> Using Assessment in Instruction              | <b>1 2 3 4</b>  |   |
| <b>Domain 3e:</b> Demonstrating flexibility and responsiveness | <b>1 2 3 4</b>  |   |

Average score of domains present: \_\_\_\_\_ out of 4

|                         |                   |
|-------------------------|-------------------|
| Administrator Comments: | Teacher Comments: |
|-------------------------|-------------------|

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

**Warsaw Central Schools  
Danielson Domain 4 Meeting**

Teacher Name: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Grade Level and Subject: \_\_\_\_\_

**\*\*Meeting to be completed in conjunction with an administrator no later than May 1\*\***

|   | Domain Present in Discussion<br>(Rate 1-4 based on Danielson rubric) | Description of domain completion<br>(from discussion and/or evidence presented) |
|---|--|---|
| <b>Domain 4a:</b> Reflecting on Teaching                    | <b>1 2 3 4</b>   |   |
| <b>Domain 4b:</b> Maintaining Accurate Records              | <b>1 2 3 4</b>   |   |
| <b>Domain 4c:</b> Communicating with Families               | <b>1 2 3 4</b>   |   |
| <b>Domain 4d:</b> Participating in a Professional Community | <b>1 2 3 4</b>   |   |
| <b>Domain 4e:</b> Growing and Developing Professionally     | <b>1 2 3 4</b>   |   |
| <b>Domain 4f:</b> Showing Professionalism                   | <b>1 2 3 4</b>   |   |

Average score of domains present: \_\_\_\_\_ out of 4

|                         |                   |
|-------------------------|-------------------|
| Administrator Comments: | Teacher Comments: |
|-------------------------|-------------------|

-Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

-Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Signature does not indicate agreement with the contents of the document. Teacher has the right to submit a rebuttal, and have that rebuttal attached to this form and placed in their personnel file.

## End of Year Summative Meeting

As per New York State Regulations, each teacher is required to have an end of year summative meeting. This meeting is not included in your annual composite score or rating. Instead, this meeting is a conversation with your principal/supervisor to go over the ratings of your Other Measures 60% and/or any concerns regarding teacher performance. This summative meeting must take place by the end of the school year in June. Should all observations that are part of the Other Measures 60% be complete by the Domain Four Meeting (by May 1<sup>st</sup>), the teacher and principal/supervisor may mutually agree to complete this Summative Meeting during the Domain Four meeting.

## Annual Composite Score and Rating

Your annual composite score will be calculated by adding your scores together from the State 20% or 25% with value added method, the Local 20% or 15% with value added method and Other Measures 60%. From your composite score, a rating of Highly Effective, Effective, Developing or Ineffective will be assigned.

|                         |        |
|-------------------------|--------|
| Highly Effective Rating | 91-100 |
| Effective Rating        | 75-90  |
| Developing Rating       | 65-74  |
| Ineffective Rating      | 0-64   |

Your annual composite score and rating will become available when all state testing data has been returned to the school district by the Department of Education (usually in August). Once test scores have become available, your principal/supervisor will determine your annual composite score and rating. Your score and rating will be mailed to you between the middle of August and beginning of September. If you have any questions you may contact your principal/supervisor and set up a meeting to discuss your composite score and rating.

## Teacher Improvement Plan (TIP)

If a teacher receives an annual composite score which results in them being rated as “developing” or “ineffective” through the Annual Professional Performance Review, a Teacher Improvement Plan (TIP) shall be developed by the teacher, supervisor and others who are jointly determined by the district and Warsaw Educator’s Association. A TIP must be implemented no later than 10 school days after the date on which students are required to report for the opening of classes for the school year. The TIP will define specific standards-based goals that a teacher must make progress toward attaining within a specific period of time. The TIP will include:

- The identification of areas that need improvement
  - Differentiated activities to support improvements in these areas
  - A timeline for achieving improvement, with the following individuals present at all meetings: teacher, supervisor and union representative
    - An initial meeting to discuss the areas in need of improvement
    - A follow up meeting(s) to monitor the progress of the teacher
  - The manner in which achievement will be assessed
  - The plan will clearly describe the professional learning activities that the teacher must complete. These activities should be connected directly to the areas needing improvement.
  - The additional assistance and support that the teacher will receive will be clearly stated in the TIP.
- Please see the attached TIP form that will be completed should a TIP need to be implemented.

## Teacher Improvement Plan (TIP) Form

(To be completed jointly by the teacher and the administrator)

Name: \_\_\_\_\_

School: \_\_\_\_\_

TIP is based on composite score from \_\_\_\_\_ school year →

Grade/Subject: \_\_\_\_\_

School year TIP will be implemented: \_\_\_\_\_ →

Grade/Subject: \_\_\_\_\_

Date of initial TIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

**Teacher Comments:**

**Administrator Comments:**

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN<br>(Description of Steps to be taken) | TIMELINE | EVIDENCE OF PROGRESS |
|-----------------------------|---|----------|----------------------|
|                             |   |          |                      |
|                             |   |          |                      |
|                             |   |          |                      |

| -To be signed when Teacher Improvement Plan is initiated: | Action Steps Completed         | Satisfactory Progress          |
|---|--------------------------------|--------------------------------|
| Teacher Signature: _____ Date _____                       | <b>CIRCLE: YES NO</b>          | <b>CIRCLE: YES NO</b>          |
| Union Representative Signature: _____ Date _____          | Teacher Initials/Date: _____   | Teacher Initials/Date: _____   |
| Administrator Signature: _____ Date _____                 | Union Rep Initials/Date: _____ | Union Rep Initials/Date: _____ |
| Superintendent Signature: _____ Date _____                | Admin. Initials/Date: _____    | Admin. Initials/Date: _____    |
|   | Super. Initials/Date: _____    | Super. Initials/Date: _____    |

## Appeals Process

Appeals of Annual Professional Performance Reviews are limited to those that receive an annual composite rating of Ineffective or Developing only. A teacher CANNOT appeal a rating of Effective or Highly Effective. Appeals are limited to the following subjects:

- the substance of the APPR and rating given
- the district's adherence to the standards and methodologies required for such reviews
- adherence to the commissioner's regulations
- the district's compliance with its procedures for conducting the APPR
- the school district's issuance or implementation of the terms of the Teacher Improvement Plan under Education Law 3012-c

If a teacher receives an Ineffective or Developing rating, he or she may file only one appeal. All points for appeal must be written in one document. All appeals must be submitted in writing within 15 school days following the beginning of the school year, or by September 21, whichever is later. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her annual composite score. The teacher must also provide any additional documents or materials relevant to the appeal.

Within 15 school days of the receipt of an appeal, the Superintendent must hold a meeting with the person filing the appeal. The person filing the appeal may request the presence of union representatives at this meeting.

The final decision of the appeal will be made by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The response must include any and all additional documents or written materials specific to the points of disagreement. This written document must be submitted to the teacher appealing their rating, as well as the Warsaw Educator's Association President. All appeal decisions made by the superintendent, or superintendent's designee are final.

## 2012-2013 APPR Evaluation Method Selection

(to be submitted to your building principal/supervisor by FRIDAY SEPTEMBER 7, 2012)

Name: \_\_\_\_\_

Subject Area and Grade Levels: \_\_\_\_\_

**Directions:** Select 1 (ONE) of the options below. Non-Tenured teachers must choose the non-tenured teacher option. Tenured Teachers have the choice of Tenured Teacher Option A or Tenured Teacher Option B.

### NON-TENURED TEACHER EVALUATION

-2 Formal Observations

-3 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

### TENURED TEACHER: OPTION A

-1 Formal Observation

-2 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

### TENURED TEACHER: OPTION B

-5 Walk-Through Observations

-1 Professional Meeting with Supervisor regarding Domain 4 (to be completed by 5/1)

\*All observations and meetings will be done using the Revised Danielson Framework for Teaching Rubric

\*The supervisor and staff member must mutually agree upon the observation method selected.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Warsaw Central School District APPR for Principals

## OTHER MEASURES (60%)

### I. School Visits

- A. The Superintendent will make a minimum of two visits to the principal's school for at least one hour each school year for the purpose of gathering evidence to support performance expectations as outlined in the agreed upon Rubric in this Agreement.
- B. One of the visits from the Superintendent will be unannounced which shall occur between October 1<sup>st</sup> and April 1<sup>st</sup>. The Superintendent will meet during the visit or within five (5) business days after the unannounced visit with the principal to provide feedback on the evidence gathered during the visit. During the unannounced visit, the Superintendent will shadow the principal.
- C. The principal shall invite the Superintendent to one announced visit and schedule the visit in collaboration with the Superintendent. The principal shall review with the Superintendent at the beginning of the visit the intended evidence to be provided. The Superintendent will meet during the visit or within five (5) business days after the announced visit with the principal to provide feedback on the evidence gathered during the visit.

### II. Structured Evidence Gathering

- A. The Superintendent shall schedule and meet once during the school year with the principal for the purpose of reviewing formative and summative assessment data for the principal's school. The principal shall compile and organize their school data for review. The principal will be responsible for leading the discussion through analysis of the data and reflection on what leadership actions are being taken in light of the data.
- B. The principal may submit to the Superintendent a portfolio of evidence benchmarked against the principal practice rubric. The format of the portfolio shall be at the discretion of the principal. The Superintendent must establish a submission date for the portfolio which shall be no later than ten (10) business days prior to the date that the Superintendent's annual evaluation on "Other Measures" is due.

### III. Principal Practice Rubric

- A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
- B. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.
- C. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:
  - Domain 1-Shared Vision of Learning: **10 points**
  - Domain 2-School Culture and Instructional Program: **20 points**
  - Domain 3-Safe, Efficient, Effective Learning Environment: **10 points**
  - Domain 4-Community: **5 points**
  - Domain 5-Integrity, Fairness, and Ethics: **10 points**
  - Domain 6-Political, Social, Economic, Legal and Cultural Context: **5 points**
- D. The Superintendent shall meet with principals as a group prior to the opening of school to discuss and share with the principals the expected evidence for each rating of each domain in the Rubric in accordance with the State issued Standards in E. of this section.

E. The following will be used in determining HEDI for Other Measures and the use of the Multidimensional Rubric.

| <b>Standards for Rating Categories</b> | <b>Other Measures of Effectiveness (Teacher and Leader Standards)</b>        |
|--|--|
| <b>Highly Effective</b>                | Overall performance and results exceed standards.                            |
| <b>Effective</b>                       | Overall performance and results meet standards.                              |
| <b>Developing</b>                      | Overall performance and results need improvement in order to meet standards. |
| <b>Ineffective</b>                     | Overall performance and results do not meet standards.                       |

C. See Appendix A “Scoring Bands for Multidimensional Rubric” which outlines the number of points to be assigned to the principal’s Other Measures component of APPR by the Superintendent. The Superintendent shall assign a point value for each Domain in accordance with Appendix A once the Superintendent has determined the HEDI designation for each Domain.

See Appendix A “Conversion Chart for 60% Other Measures (Rubric) which presents the APPR composite score based on the total number of points earned on the Multidimensional Rubric. In addition, the HEDI rating is presented based on the composite score converted from the total number of points earned on the Multidimensional Rubric.

**V. Timelines and Deadlines**

- A. Prior to July 15<sup>th</sup> annually, the Superintendent shall schedule and conduct a group meeting with all principals for the purpose of reviewing the terms and conditions of this Plan, the procedures, processes, and timelines for the execution of the Plan. The Association President, if not a principal, shall be invited to attend this meeting.
- B. Between January 1<sup>st</sup> and January 30<sup>th</sup>, the Superintendent shall schedule and conduct a Mid-Year Assessment meeting with each principal. The purpose of the meeting is for the Superintendent to identify any performance concerns based on evidence gathered or the lack of evidence gathered with the principal since July 1<sup>st</sup> of the preceding calendar year. The principal shall not be required to present any data or evidence during this meeting; however, the principal may respond to the concerns of the Superintendent. Within ten (10) business days after the Mid-Year Assessment meeting, the Superintendent shall provide to the principal in writing a summary of the Mid-Year Assessment. This document shall not be placed in the principal’s District personnel file, but rather shall be considered a written communication between the principal and Superintendent for professional development purposes. The summary may be submitted as evidence during any appeal process or hearing related to APPR.
- C. Prior to June 15<sup>th</sup>, the Superintendent shall schedule and conduct a Pre-Assessment Meeting. The purpose of the Pre-Assessment Meeting is for the principal to present at his/her discretion additional evidence against the principal practice rubric.

- D. By June 30<sup>th</sup>, the Superintendent shall present to the principal all completed components of the APPR for that school year. When all data is known by the District, within ten (10) business days the complete APPR assessment will be presented to the principal.

**VI. Principal Improvement Plan**

- A. Upon rating a principal as ineffective or developing, a Principal Improvement Plan (PIP) designed to rectify perceived or demonstrated deficiencies shall be developed and commenced no later than ten (10) school days after the start of the student school year. The Lead Evaluator for the principal, in conjunction with the principal, shall develop an improvement plan that contains:
1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
  2. Specific improvement goal/outcome statements.
  3. Specific improvement action steps/activities.
  4. A reasonable time line for achieving improvement.
  5. Required and accessible resources.
  6. A formative evaluation process documenting meetings scheduled monthly throughout the year to assess progress. These meetings shall be scheduled by the Lead Evaluator. A written summary of feedback by the Lead Evaluator on progress shall be given within ten (10) business days of each meeting.
  7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
  8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
- B. The Superintendent shall present a PIP consistent with the rubrics in (A) of this section and present it to the principal no later than ten (10) business days after the start of the student school year. The Superintendent will schedule a work session with the principal prior to the start of the school year to review and discuss the plan and to consider input from the principal.
- C. The formal, final written summative assessment in A.8 of this section shall be completed and reviewed with the principal by June 1<sup>st</sup>.
- D. Performance on the PIP does not guarantee a specific rating on the current year appraisal.

## Principal Improvement Plan (PIP) Form

(To be completed jointly by the principal and the superintendent)

Name: \_\_\_\_\_

School: \_\_\_\_\_

PIP is based on composite score from \_\_\_\_\_ school year →

Grade/Subject: \_\_\_\_\_

School year PIP will be implemented: \_\_\_\_\_ →

Grade/Subject: \_\_\_\_\_

Date of initial PIP conference: \_\_\_\_\_

Date(s) of Follow-up Meeting(s): \_\_\_\_\_

**Principal Comments:**

**Superintendent Comments:**

| AREA(S) NEEDING IMPROVEMENT | ACTION PLAN<br>(Description of Steps to be taken) | TIMELINE | EVIDENCE OF PROGRESS |
|-----------------------------|---|----------|----------------------|
|                             |   |          |                      |
|                             |   |          |                      |
|                             |   |          |                      |

|  |   |   |
|--|---|---|
| <p style="text-align: center;"><b>-To be signed when Principal Improvement Plan is initiated:</b></p> <p>Principal Signature: _____ Date _____</p> <p>Superintendent Signature: _____ Date _____</p> | <p style="text-align: center;"><b>Action Steps Completed</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Princ. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> | <p style="text-align: center;"><b>Satisfactory Progress</b></p> <p style="text-align: center;"><b>CIRCLE: YES NO</b></p> <p>Princ.. Initials/Date: _____</p> <p>Super. Initials/Date: _____</p> |
|--|---|---|

## VII. Appeals Process

- A. Appeals are limited to those identified by Education Law §3012-c, as follows:
  - 1. The substance of the annual professional performance review;
  - 2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
  - 3. The adherence to the Commissioner's regulations, as applicable to such reviews;
  - 4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
  - 5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.
- B. Appeals of annual professional performance reviews for tenured principals may be brought for ineffective, developing or any rating tied to compensation. Appeals of annual professional performance reviews for non-tenured principals may be brought for ineffective or any rating tied to compensation.
- C. 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.
- D. The burden shall be on the principals to establish evidence that the rating given was not justified or that an improvement plan was inappropriately issued and/or implemented.
- E. All appeals shall be filed in writing and submitted to the Superintendent's Office with receipt provided by the Superintendent's Office.
- F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.
- G. 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.
- H. When filing an appeal, the principal must submit a written description of the specific areas of 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.
- I. 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.
- J. Within five (5) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of approved hearing officers, the Superintendent and Association President shall at the beginning of the school year mutually agree upon no less than two and no more than four hearing officers. The hearing officer for a specific appeal hearing will be assigned by lottery from this list.
- K. The hearing officer shall review the documents submitted by the principal and the District. The appeal shall be based on the written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response to the appeal and any additional documentary evidence submitted with such response papers.

- L. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the review of the documents. Such decision shall be a final administrative decision. 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 or set aside a district’s rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.
- M. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a 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.
- N. If the appeal is denied, the District and principal shall share the cost of the hearing officer provided that the total cost does not exceed \$400. If the appeal is sustained, the District shall pay the cost of the hearing officer.
- O. 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.
- P. 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 her/his right to file an appeal.

**VIII. Local Student Performance Measures**

Principals shall receive scores and ratings for local student performance measures for 2012-2013 using the same measures, scoring bands, and conversion charts as agreed to by the teachers. Grades K-5 will be used for the Elementary School Principal and grades 6-12 for the Secondary School Principal.

**IX. Overall Evaluation Summary**

For principals for whom there is no SED approved Value-Added measure of student growth the scoring ranges shall be:

| <b>HEDI</b>      | <b>State</b> | <b>Local</b> | <b>Other Measures (Rubric)</b> | <b>Composite Score</b> |
|------------------|--------------|--------------|--------------------------------|------------------------|
| Highly Effective | 18-20        | 18-20        | 59-60                          | 91-100                 |
| Effective        | 9-17         | 9-17         | 57-58                          | 75-90                  |
| Developing       | 3-8          | 3-8          | 50-56                          | 65-74                  |
| Ineffective      | 0-2          | 0-2          | 0-49                           | 0-64                   |

For principals for whom there is a SED approved Value-Added measure of student growth the scoring ranges shall be:

| <b>HEDI</b>      | <b>State</b> | <b>Local</b> | <b>Other Measures (Rubric)</b> | <b>Composite Score</b> |
|------------------|--------------|--------------|--------------------------------|------------------------|
| Highly Effective | 22-25        | 14-15        | 59-60                          | 91-100                 |
| Effective        | 10-21        | 8-13         | 57-58                          | 75-90                  |
| Developing       | 3-9          | 3-7          | 50-56                          | 65-74                  |
| Ineffective      | 0-2          | 0-2          | 0-49                           | 0-64                   |

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

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

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

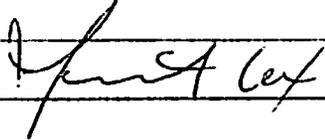
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

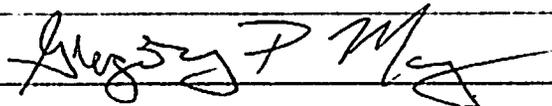
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

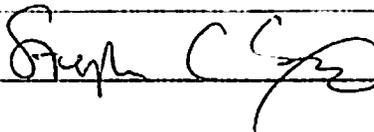
Superintendent Signature:    Date: 1/4/13



Teachers Union President Signature:    Date: 1/4/13



Administrative Union President Signature:    Date: 1/4/13



Board of Education President Signature:    Date: 1/4/13

