



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

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

August 24, 2012

Dr. Deborah Leh, Superintendent
Wheatland-Chili Central School District
13 Beckwith Avenue
Scottsville, NY 14546

Dear Superintendent Leh:

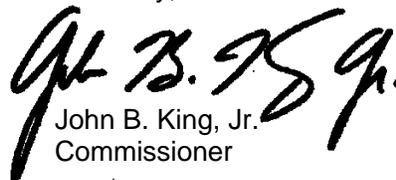
Congratulations. I am pleased to inform you that your multi-year (2012-2013 and 2013-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Jo Anne Antonacci

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Friday, June 08, 2012

Updated Thursday, August 16, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 262001040000

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

262001040000

1.2) School District Name: WHEATLAND-CHILI CSD

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

WHEATLAND-CHILI 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):

-
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

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.

2012-13 and 2013-14

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

Created Friday, June 08, 2012

Updated Thursday, August 23, 2012

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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 | Regionally developed assessment - Monroe #2 Orleans BOCES - ELA Grade Kindergarten |
| 1 | District, regional, or BOCES-developed assessment | Regionally developed assessment - Monroe #2 Orleans BOCES - ELA Grade 1 |
| 2 | District, regional, or BOCES-developed assessment | Regionally developed assessment - Monroe #2 Orleans BOCES - ELA Grade 2 |

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

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

| | |
|---|---------------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See attached document at 2.11, below. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |

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 | Regionally developed assessment - Monroe #2 Orleans BOCES - Math Grade Kindergarten |
| 1 | District, regional, or BOCES-developed assessment | Regionally developed assessment - Monroe #2 Orleans BOCES - Math Grade 1 |
| 2 | District, regional, or BOCES-developed assessment | Regionally developed assessment - Monroe #2 Orleans BOCES - Math Grade 2 |

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

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

| | |
|---|---------------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See attached document at 2.11, below. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |

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 | Regionally developed assessment - Monroe #2 Orleans BOCES - Science Grade 6 |
| 7 | District, regional or BOCES-developed assessment | Regionally developed assessment - Monroe #2 Orleans BOCES - Science Grade 7 |
| | 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. | See attached document at 2.11, below. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | See attached document at 2.11, below. |

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 | Regionally developed assessment - Monroe #2 Orleans BOCES - Social Studies Grade 6 |
| 7 | District, regional or BOCES-developed assessment | Regionally developed assessment - Monroe #2 Orleans BOCES - Social Studies Grade 7 |
| 8 | District, regional or BOCES-developed assessment | Regionally developed assessment - Monroe #2 Orleans BOCES - Social Studies Grade 8 |

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. | See attached document at 2.11, below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See attached document at 2.11, below. |

| | |
|--|---------------------------------------|
| Effective (9 - 17 points) Results meet District goals for similar students. | See attached document at 2.11, below. |
| Developing (3 - 8 points) Results are below District goals for similar students. | See attached document at 2.11, below. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See attached document at 2.11, below. |

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 | Regionally developed assessment - Monroe #2 Orleans BOCES - Global 1, Grade 9 |

| | 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. | See attached document at 2.11, below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See attached document at 2.11, below. |
| Effective (9 - 17 points) Results meet District goals for similar students. | See attached document at 2.11, below. |
| Developing (3 - 8 points) Results are below District goals for similar students. | See attached document at 2.11, below. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See attached document at 2.11, below. |

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. | See attached document at 2.11, below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See attached document at 2.11, below. |
| Effective (9 - 17 points) Results meet District goals for similar students. | See attached document at 2.11, below. |
| Developing (3 - 8 points) Results are below District goals for similar students. | See attached document at 2.11, below. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See attached document at 2.11, below. |

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. | See attached document at 2.11, below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See attached document at 2.11, below. |
| Effective (9 - 17 points) Results meet District goals for similar students. | See attached document at 2.11, below. |

| | |
|--|---------------------------------------|
| Developing (3 - 8 points) Results are below District goals for similar students. | See attached document at 2.11, below. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See attached document at 2.11, below. |

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 | Regionally developed assessment - Monroe #2 Orleans BOCES - Grade 9 ELA |
| Grade 10 ELA | District, regional or BOCES-developed assessment | Regionally developed assessment - Monroe #2 Orleans BOCES - Grade 10 ELA |
| Grade 11 ELA | Regents assessment | Regents ELA 11 |

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. | See attached document at 2.11, below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See attached document at 2.11, below. |
| Effective (9 - 17 points) Results meet District goals for similar students. | See attached document at 2.11, below. |
| Developing (3 - 8 points) Results are below District goals for similar students. | See attached document at 2.11, below. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See attached document at 2.11, below. |

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 |
|-------------------------|---------------------------------------|--|
| Business | District, Regional or BOCES-developed | Regionally developed assessment - Monroe #2 Orleans BOCES - Business, Grade/Subject Specific |
| Technology | District, Regional or BOCES-developed | Regionally developed assessment - Monroe #2 Orleans BOCES - Technology, Grade/Subject Specific |

| | | |
|--|---------------------------------------|---|
| Art | District, Regional or BOCES-developed | Regionally developed assessment - Monroe #2 Orleans BOCES - Art, Grade/Subject Specific |
| Music | District, Regional or BOCES-developed | Regionally developed assessment - Monroe #2 Orleans BOCES - Music, Grade/Subject Specific |
| Health | District, Regional or BOCES-developed | Regionally developed assessment - Monroe #2 Orleans BOCES - Health, Grade/Subject Specific |
| Physical Education | District, Regional or BOCES-developed | Regionally developed assessment - Monroe #2 Orleans BOCES - Physical Education, Grade/Subject Specific |
| Family and Consumer Science | District, Regional or BOCES-developed | Regionally developed assessment - Monroe #2 Orleans BOCES - Family and Consumer Science, Grade/Subject Specific |
| Library Media Specialist | District, Regional or BOCES-developed | Regionally developed assessment - Monroe #2 Orleans BOCES - Library Media, Grade/Subject Specific |
| Languages Other Than English (Spanish) | District, Regional or BOCES-developed | Regionally developed assessment - Monroe #2 Orleans BOCES - Spanish, Grade/Subject Specific |
| Languages Other Than English (French) | District, Regional or BOCES-developed | Regionally developed assessment - Monroe #2 Orleans BOCES - French, Grade/Subject Specific |
| | | |
| | | |
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| | | |
| | | |

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. | See attached document at 2.11, below. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See attached document at 2.11, below. |
| Effective (9 - 17 points) Results meet District goals for similar students. | See attached document at 2.11, below. |
| Developing (3 - 8 points) Results are below District goals for similar students. | See attached document at 2.11, below. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See attached document at 2.11, below. |

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.

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.

There are no locally-developed controls in setting targets for Comparable Growth Measures.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Friday, June 08, 2012

Updated Thursday, August 23, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 4 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| 5 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |

| | | |
|---|---|--|
| 6 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| 7 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| 8 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |

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. | See attachment at 3.3 below. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.3 below. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.3 below. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.3 below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.3 below. |

3.2) Grades 4-8 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 4 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| 5 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| 6 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| 7 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| 8 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |

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. | See attachment at 3.3 below. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.3 below. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.3 below. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.3 below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.3 below. |

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/140787-rhJdBgDruP/WCCSD Teacher Locally Selected Measures 8.20.12_1.pdf

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 | 4) State-approved 3rd party assessments | STAR Early Literacy and Reading Enterprise (Renaissance Learning, Inc.) |
| 1 | 4) State-approved 3rd party assessments | STAR Early Literacy and Reading Enterprise (Renaissance Learning, Inc.) |
| 2 | 4) State-approved 3rd party assessments | STAR Early Literacy and Reading Enterprise (Renaissance Learning, Inc.) |
| 3 | 4) State-approved 3rd party assessments | STAR Early Literacy and Reading Enterprise (Renaissance Learning, Inc.) |

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. | See attachment at 3.13 below. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |

3.5) Grades K-3 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 4) State-approved 3rd party assessments | STAR Early Literacy and Reading Enterprise (Renaissance Learning, Inc.) |
| 1 | 4) State-approved 3rd party assessments | STAR Early Literacy and Reading Enterprise (Renaissance Learning, Inc.) |
| 2 | 4) State-approved 3rd party assessments | STAR Early Literacy and Reading Enterprise (Renaissance Learning, Inc.) |
| 3 | 4) State-approved 3rd party assessments | STAR Early Literacy and Reading Enterprise (Renaissance Learning, Inc.) |

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. | See attachment at 3.13 below. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |

3.6) Grades 6-8 Science

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 6 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| 7 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| 8 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |

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. | See attachment at 3.13 below. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |

3.7) Grades 6-8 Social Studies

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 6 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| 7 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| 8 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |

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. | See attachment at 3.13 below. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |

3.8) High School Social Studies

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|------------------|---|--|
| Global 1 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Global 2 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| American History | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |

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. | See attachment at 3.13 below. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |

3.9) High School Science

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------------|---|--|
| Living Environment | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Earth Science | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Chemistry | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Physics | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |

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. | See attachment at 3.13 below. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |

3.10) High School Math

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

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

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

| | | |
|-----------|---|--|
| Algebra 1 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Geometry | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Algebra 2 | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |

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. | See attachment at 3.13 below. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |

3.11) High School English Language Arts

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------|---|--|
| Grade 9 ELA | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Grade 10 ELA | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Grade 11 ELA | 4) State-approved 3rd party assessments | STAR Reading Enterprise (Renaissance Learning, Inc.) |

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

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

| | |
|---|-------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | See attachment at 3.13 below. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |

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 |
|---|---|--|
| Business | 4) State-approved 3rd party | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Technology | 4) State-approved 3rd party | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Art | 4) State-approved 3rd party | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Music | 4) State-approved 3rd party | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Health | 4) State-approved 3rd party | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Physical Education | 4) State-approved 3rd party | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Family and Consumer Science | 4) State-approved 3rd party | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Library Media Specialists | 4) State-approved 3rd party | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Languages Other Than English (Spanish and French) | 4) State-approved 3rd party | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| Special Education | 4) State-approved 3rd party | STAR Reading Enterprise (Renaissance Learning, Inc.) |
| | | |
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| | | |
| | | |
| | | |

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. | See attachment at 3.13 below. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment at 3.13 below. |

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/5139/140787-y92vNseFa4/WCCSD Teacher Locally Selected Measures 8.20.12_1.pdf

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.

No locally-developed controls will be used in setting targets for locally measures.

3.15) Teachers with More Than One Locally Selected Measure

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

The District will utilize one locally selected measure for teachers of all content areas at all grade levels to address a District-wide priority in the area of literacy. Therefore, a target for our elementary school and secondary school will be established for literacy growth and the integration of literacy in all content areas. Individual teachers will align their targets based on the school-established target. See the attachment at 3.13 for more information.

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 Friday, June 08, 2012

Updated Thursday, August 23, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(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] | 31 |
| One or more observation(s) by trained independent evaluators | 0 |
| Observations by trained in-school peer teachers | 0 |
| Feedback from students using State-approved survey tool | 0 |
| Feedback from parents/caregivers using State-approved survey tool | 0 |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts | 29 |

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.

See attached document below.

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

assets/survey-uploads/5091/140788-eka9yMJ855/WCCSD Other Measures of Effectiveness 8.20.12.pdf

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

| | |
|---|------------------------------|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | See attached document above. |
| Effective: Overall performance and results meet NYS Teaching Standards. | See attached document above. |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | See attached document above. |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | See attached document above. |

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 | 4 |
| 4.6) Observations of Probationary Teachers Informal/Short | 1 |
| 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 | 2 |
| 4.7) Observations of Tenured Teachers Informal/Short | 1 |
| 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?

-
- Both
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, June 08, 2012

Updated Thursday, August 23, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/140791-Df0w3Xx5v6/WCCSD Teacher Improvement Process 7.19.12.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

I. APPR Subject to Appeal Procedure.

Any unit member aggrieved of an annual professional performance review with an ineffective or developing rating, or an ineffective or developing APPR component score where agreement cannot be reached, may use the following procedure. The appeal shall not be grievable under the grievance procedure of the parties' Collective Bargaining Agreement or in any other forum, including state or

federal courts.

2. Grounds for an Appeal.

An appeal may be filed based upon one or more of the following grounds:

- a. The substance of the teacher's annual professional performance review.*
- b. The District's failure to adhere to the standards and methodologies required for:
 - i. the annual professional performance review under Education Law §3012(c),*
 - ii. applicable rules and regulations of the Commissioner of Education, or*
 - iii. the procedures negotiated with the Federation for the annual professional performance review.**
- c. The District's issuance or implementation of a Teacher Improvement Plan (TIP) issued pursuant Education Law §3012(c).*
- d. Score of Developing or Ineffective on an APPR component where agreement between the unit member and administrator cannot be reached.*

3. Notification of the Appeal.

In order to be timely, the appeal shall be submitted, in writing within five school days after the teacher has received the composite effective score and overall rating from the District, within five school days after being issued a TIP, within five school days after a unit member knew or should have known about a concern related to TIP implementation, or within five school days after a unit member knew or should have known about a concern related to a developing or ineffective APPR component rating. Notwithstanding these filing requirements, if a teacher has any concern related to the annual evaluation performed by the District or rating for the annual evaluation, or the local growth measure points or rating, the teacher must provide written notice of such concern within five school days of receiving the information from the District. If a teacher fails to provide this written notice he/she will have waived any right to an appeal after receipt of the composite score/rating. The form created as Exhibit J, "Annual Professional Performance Review – Appeal Request," may be used to provide notice.

The date the composite effective score/rating is first received by the teacher shall be deemed the date the five school day period commences the teacher's time to submit an appeal. An appeal must be personally delivered by the teacher or the Federation representative to the appeal recipient as set forth in Section 4a below. Any appeal not submitted within this timeframe shall be deemed waived and not subject to review in any other forum.

4. Decisions on Appeal and Appeal Process.

a. The appeal shall specify all the grounds upon which the appeal is being made and must be from the grounds stated in Section 2 above. Under no circumstance shall a teacher be permitted to submit more than one appeal annually for a Developing or Ineffective composite score rating. Any ground not included in the teacher's original appeal document shall be deemed waived and unappealable.

All appeals will be conducted on the papers with no hearing. The teacher shall have the burden of sustaining the ground(s) upon which the appeal is based with all supporting documentation upon which the teacher relies in support of the appeal.

b. Steps for an appeal of an annual performance review or concern related to a developing or ineffective APPR component rating are as follows:

i. Step 1. Conference will occur with the supervising administrator within five (5) calendar days (excluding weekends and national holidays) of the supervising administrator's receipt of the appeal. The bargaining unit member shall upon request be entitled to a Federation representative being present. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Committee in writing within five (5) calendar days (excluding weekends and national holidays) of the conclusion of the conference.

ii. Step 2. Review will occur with APPR Review Committee. The Committee makeup shall be:

- One tenured administrator, certified to conduct evaluations, appointed by the Superintendent or his/her designee. The administrator appointed shall not be the administrator who authored the evaluation or APPR component rating; and*
- Two tenured teachers appointed by the President of the Federation or his/her designee.*

The Committee shall reach its finding using the consensus model. If consensus is not reached, the Committee shall summarize the opposing viewpoints and submit the opposing viewpoints to the supervising administrator, the aggrieved unit member, the Federation President, and the Superintendent within five (5) calendar days (excluding weekends and national holidays) of the conclusion of the Committee meeting.

iii. Step 3. Review by Superintendent. The final step of an appeal of an annual performance review conducted by an administrator or concern related to a developing or ineffective APPR component rating is submission to and decision by the Superintendent or designee. However, an appeal may not be decided by the same individual who was responsible for making the final rating decision or the APPR component designation of developing or ineffective. In such case, the District Superintendent of Monroe 2-Orleans BOCES or designee shall decide the appeal. The decision of the Superintendent, District Superintendent, or their designee shall be final and binding, and there shall be no further appeal to any other authority, including, but not limited to, the Commissioner of Education, State or Federal courts, the Public Employment Relations Board ("PERB") or the contractual grievance/arbitration procedure set forth within the Collective Bargaining Agreement.

The Superintendent, District Superintendent, or their designee shall render a final written decision on the appeal within five (5) calendar days (excluding weekends and national holidays) after the appeal is received. This decision will be delivered to the teacher and the applicable supervisor and the decision, appeal, and supporting documents, if any, shall be placed in the teacher's personnel file.

c. In the event there is a conflict between the above and any provision of the Collective Bargaining Agreement between the District and the Federation, the terms of this Appeal Procedure shall apply.

5. Miscellaneous.

a. In the event the law changes by any means, including by legislation or court decision/order, the District and Federation President shall meet with 15 days of the date such change is enacted to discuss revisions to this procedure.

b. The parties further agree to add a new Section to the Grievance Procedure of the Collective Bargaining Agreement stating as follows:

"Nothing regarding the APPR language or APPR/TIP Appeal Procedure shall be grievable under this Article. The Federation and District intend and agree that any and all matters pertaining to the APPR/TIP process shall not be subject to the contractual grievance/arbitration procedure."

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.

Training for Evaluators and Staff. Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

Teacher evaluators within the District will be certified to evaluate teachers under the annual professional performance review process through a regional teacher evaluation process delivered through Monroe #2 BOCES. Within the District, only administrators will evaluate teachers. All administrators have participated in and been certified to evaluate teachers during the 2012-2013 school year.

In addition, the District has purchased the Framework for Teaching Proficiency System through Teachscape. This proficiency system is a complete solution for observer training and assessment. Developed in partnership with ETS and Charlotte Danielson, the Framework for Teaching Proficiency System will enable the District to promote high-quality observations and inter-rater reliability by implementing rigorous training for all observers.

Administrators in the District will participate in regional recertification training through Monroe #2 BOCES, and will engage in yearly training in the Framework for Teaching Proficiency System.

Any evaluation or APPR rating that is determined in whole or in part by an administrator of supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

All professional staff subject to the District's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system; the NYS Teaching Standards; and the District's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. For newly hired staff, training will be conducted prior to the first day of classes for students of each subsequent school year.

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 Thursday, July 19, 2012

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

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

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

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

| | |
|--|---------------|
| | K-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 |
|--|--|---|
| SLOs, if needed, will be based on the attached criteria until 30% of students in school are covered. | District, regional, or BOCES-developed | Monroe #2 BOCES developed assessment in applicable content area(s). |
| | | |
| | | |
| | | |

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

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

[assets/survey-uploads/5365/153764-lha0DogRNw/WCCSD Principal Growth on State Assessments and Using Comparable Measures 7.19.12.pdf](#)

7.4) Special Considerations for Comparable Growth Measures

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

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

No adjustments or controls will be used in setting targets.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, July 19, 2012

Updated Thursday, August 23, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|--|
| K-1 | (d) measures used by district for teacher evaluation | STAR Early Literacy Assessment by Renaissance Learning |
| 2-5 | (d) measures used by district for teacher evaluation | STAR Reading Assessment by Renaissance Learning |
| 6-12 | (d) measures used by district for teacher evaluation | STAR Reading Assessment by Renaissance Learning |
| | | |
| | | |
| | | |
| | | |

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. | See attachment below. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment below. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment below. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment below. |

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/5366/153767-qBFVOWF7fC/WCCSD Principal Locally-Selected Measures 7.19.12_1.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|--|
| K-1 | (d) measures used by district for teacher evaluation | STAR Early Literacy Assessment by Renaissance Learning |
| 2-5 | (d) measures used by district for teacher evaluation | STAR Reading Assessment by Renaissance Learning |
| 6-12 | (d) measures used by district for teacher evaluation | STAR Reading Assessment by Renaissance Learning |
| | | |
| | | |
| | | |
| | | |

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. | See attachment below. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment below. |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment below. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment below. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attachment below. |

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

(No response)

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

assets/survey-uploads/5366/153767-T8MIGWUVm1/WCCSD Principal Locally-Selected Measures 7.19.12.pdf

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.

No adjustments, controls, or special considerations will be used in setting targets for local measures.

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.

A process for combining multiple locally-selected measures is not needed for principals.

The locally-selected measure will be based on a growth score to be computed and based on a measure of student performance over time on the SED third-party approved assessment, STAR assessment for K-12 ELA. All K-12 students will take a baseline assessment during September, and individual growth targets will be established for each student in a Principal's school. All Principals will support teachers in the infusion of literacy and comprehension strategies into the instruction of their content area to assist students in accessing informational text. A HEDI rating on the locally-selected measure will be established based on the percentage of students in the Principal's school that met the established individual target, as evidenced by the post-assessment to occur prior to June 1.

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 Thursday, July 19, 2012

Updated Thursday, August 23, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

See attachment below.

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

assets/survey-uploads/5143/153768-pMADJ4gk6R/WCCSD Principal Other Measures of Effectiveness 8.20.12.pdf

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

| | |
|--|-----------------------|
| Highly Effective: Overall performance and results exceed standards. | See attachment above. |
| Effective: Overall performance and results meet standards. | See attachment above. |
| Developing: Overall performance and results need improvement in order to meet standards. | See attachment above. |
| Ineffective: Overall performance and results do not meet standards. | See attachment above. |

Please provide the locally-negotiated 60 point scoring bands.

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

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)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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 Thursday, July 19, 2012

Updated Friday, July 20, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/153770-Df0w3Xx5v6/WCCSD Principal Improvement Process 7.19.12.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

I. APPR Subject to Appeal Procedure.

Any unit member aggrieved of an annual professional performance review with an Ineffective or Developing rating, or an Ineffective or Developing APPR component score where agreement cannot be reached, may use the following procedure. The appeal shall not be grievable under the grievance procedure of the parties' Collective Bargaining Agreement or in any other forum, including state or federal courts.

2. Grounds for an Appeal.

An appeal may be filed based upon one or more of the following grounds:

a. The substance of the Principal's annual professional performance review.

b. The District's failure to adhere to the standards and methodologies required for:

i. the annual professional performance review under Education Law §3012c,

ii. applicable rules and regulations of the Commissioner of Education, or

iii. the procedures negotiated with the Unit for the annual professional performance review.

c. The District's issuance or implementation of a Principal Improvement Plan (PIP) issued pursuant Education Law §3012c.

d. Score of Developing or Ineffective on an APPR component where agreement between the unit member and Superintendent cannot be reached.

3. Notification of the Appeal.

In order to be timely, the appeal shall be submitted, in writing within five school days after the Principal has received the composite effective score and overall rating from the District, within five school days after being issued a PIP, within five school days after a unit member knew or should have known about a concern related to PIP implementation, or within five school days after a unit member knew or should have known about a concern related to a developing or ineffective APPR component rating. Notwithstanding these filing requirements, if a Principal has any concern related to the annual evaluation performed by the District or rating for the annual evaluation, or the local growth measure points or rating, the Principal must provide written notice of such concern within five school days of receiving the information from the District. If a Principal fails to provide this written notice he/she will have waived any right to an appeal after receipt of the composite score/rating. The form created as Exhibit I, "Annual Professional Performance Review – Appeal Request," may be used to provide notice.

The date the composite effective score/rating is first received by the Principal shall be deemed the date the five school day period commences the Principal's time to submit an appeal. An appeal must be personally delivered by the Principal or the Unit representative to the appeal recipient as set forth in Section 4a below. Any appeal not submitted within this timeframe shall be deemed waived and not subject to review in any other forum.

4. Decisions on Appeal and Appeal Process.

a. An appeal of an annual performance review conducted by the Superintendent shall be submitted to and decided by the District Superintendent (or designee) of Monroe 2-Orleans BOCES. The decision of the District Superintendent shall be final and binding, and there shall be no further appeal to any other authority, including, but not limited to, the Commissioner of Education, State or Federal courts, the Public Employment Relations Board ("PERB") or the contractual grievance/arbitration procedure set forth within the Collective Bargaining Agreement.

b. The appeal shall specify all the grounds upon which the appeal is being made and must be from the grounds stated in Section 2 above. Under no circumstance shall a Principal be permitted to submit more than one appeal annually for a Developing or Ineffective composite score rating. Any ground not included in the Principal's original appeal document shall be deemed waived and unappealable.

c. The District Superintendent (or designee) shall render a final written decision on the appeal within five (5) calendar days (excluding weekends and national holidays) after the appeal is received. This decision will be delivered to the Principal and the applicable supervisor and the decision, appeal, and supporting documents, if any, shall be placed in the Principal's personnel file.

All appeals will be conducted on the papers with no hearing. The Principal shall have the burden of sustaining the ground(s) upon which the appeal is based with all supporting documentation upon which the Principal relies in support of the appeal.

d. In the event there is a conflict between the above and any provision of the Collective Bargaining Agreement between the District and the Unit, the terms of this Appeal Procedure shall apply.

5. Miscellaneous.

a. In the event the law changes by any means, including by legislation or court decision/order, the District and Unit President shall meet with 15 days of the date such change is enacted to discuss revisions to this procedure.

b. The parties further agree to add a new Section to the Grievance Procedure of the Collective Bargaining Agreement stating as follows:

“Nothing regarding the APPR language or APPR/PIP Appeal Procedure shall be grievable under this Article. The Association and District intend and agree that any and all matters pertaining to the APPR/PIP process shall not be subject to the contractual grievance/arbitration procedure.”

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.

Training for Evaluators and Staff. Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

Teacher evaluators within the District will be certified to evaluate teachers under the annual professional performance review process through a regional teacher evaluation process delivered through Monroe #2 BOCES. Within the District, only administrators will evaluate teachers. All administrators have participated in and been certified to evaluate teachers during the 2012-2013 school year.

In addition, the District has purchased the Framework for Teaching Proficiency System through Teachscape. This proficiency system is a complete solution for observer training and assessment. Developed in partnership with ETS and Charlotte Danielson, the Framework for Teaching Proficiency System will enable the District to promote high-quality observations and inter-rater reliability by implementing rigorous training for all observers.

Administrators in the District will participate in regional recertification training through Monroe #2 BOCES, and will engage in yearly training in the Framework for Teaching Proficiency System.

Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher’s record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

All professional staff subject to the District’s APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system; the leadership standards; and the District’s principal practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. For newly hired staff, training will be conducted prior to the first day of classes for students of each subsequent school year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

| | |
|---|---------|
| 11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal. | Checked |
|---|---------|

11.7) Assurances -- Data

Please check all of the boxes below:

| | |
|--|---------|
| 11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner. | Checked |
|--|---------|

| | |
|--|---------|
| 11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. | Checked |
|--|---------|

| | |
|--|---------|
| 11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. | Checked |
|--|---------|

12. Joint Certification of APPR Plan

Created Friday, June 08, 2012

Updated Thursday, August 23, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/140792-3Uqgn5g9Iu/Wheatland-Chili Certification 8.20.12.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.

GROWTH USING STATE ASSESSMENTS AND GROWTH USING COMPARABLE MEASURE (20 points):

Growth Using Comparable Measures will only impact teachers under this Agreement, and will not impact Other Certified Staff as noted above.

District Decisions – Student Learning Objectives:

The District will:

1. Assess and identify priorities and academic needs.
 - District priorities and academic needs will be established by Superintendent in collaboration with principals, based on data from prior school year.
 - October 1
2. Identify who will have State-provided growth measures and who must have SLOs as “comparable growth measures.”
 - See attached **Exhibit E**, “*District-Wide Teacher Evaluation Process.*”
 - Class rosters will be reviewed to identify the number of SLOs to be created per teacher.
3. Determine rules for how specific SLOs will get set. Please see #5 below for District-wide processes for setting, reviewing, and assessing SLOs in school.
 - Teachers of all content areas will utilize BOCES developed assessments for pre-and/or post-assessments where a New York State assessment is not in existence.
 - All teachers will review pre-assessment data and establish individual student target scores based on pre-assessment scores, representative of appropriate student growth.
4. Establish expectations for scoring SLOs and for determining teacher ratings for the growth component.
 - District will determine and communicate expectations for student learning growth relative to baseline scores and will specify how teachers will be awarded HEDI ratings and earn from 0-20 points based on the results obtained, consistent with State Regulations and guidance. See **Exhibit F**, “*Student Learning Objectives,*” and **Exhibit G**, “*SLO Data Collection.*”
5. Determine District-wide processes for setting, reviewing, and assessing SLOs in schools.
 - Conference Day will be scheduled in August for review of data from prior year to determine whether instructional improvement in greatest areas of need occurred.
 - Pre-assessments will be administered and scored in September.
 - Conference Day will be scheduled the first week of October for review of data from pre-assessment to identify greatest areas of need for development of SLOs.
 - Principals will work collaboratively with teachers to establish targets for SLOs aligned with District priorities and academic needs. SLOs will be established no later than October 15.
 - SLO workshop will be delivered to teachers to support SLO creation process.

- SLO Rubric designed by Monroe #2 BOCES will be utilized by teachers in creation of SLOs.
- Principals will meet individually with teachers to establish targets and complete SLOs.
- Superintendent will review SLOs with principals to ensure alignment with District priorities and academic needs, and adjustments will be made if needed (no later than October 30).
- Structures will be created to ensure that assessments are secure.
- Scoring of SLO assessment will be supervised by the District’s Data Manager and will comply with District scoring protocols, ensuring that assessments are not scored by teachers and principals with vested interests in outcome.

Scoring Band – Growth Using Comparable Measure:

| SLO Points | HEDI Rating | % of Students Meeting SLO Target |
|-------------------------------|--------------------|---|
| Highly Effective 20-18 | | |
| 20 | H | 97.00 – 100.00 |
| 19 | H | 92.50 – 96.99 |
| 18 | H | 85.00 – 92.49 |
| Effective 17-9 | | |
| 17 | E | 84.00 – 84.99 |
| 16 | E | 81.63 – 83.99 |
| 15 | E | 79.25 – 81.62 |
| 14 | E | 76.88 - 79.24 |
| 13 | E | 74.50 – 76.87 |
| 12 | E | 72.13 – 74.49 |
| 11 | E | 69.75 – 72.12 |
| 10 | E | 67.38 – 69.74 |
| 9 | E | 65.00 – 67.37 |
| Developing 8-3 | | |
| 8 | D | 64.00 – 64.99 |
| 7 | D | 62.20 – 63.99 |
| 6 | D | 60.40 – 62.19 |
| 5 | D | 58.60 – 60.39 |
| 4 | D | 56.80 – 58.59 |
| 3 | D | 55.00 – 56.79 |
| Ineffective 2-0 | | |
| 2 | I | 54.00 – 54.99 |
| 1 | I | 27.00 – 53.99 |
| 0 | I | 0.00 – 26.99 |

Calculation of Scores for Teachers with Multiple Student Learning Objectives:

| | SLO #1 | SLO #2 | SLO #3 | TOTALS |
|--|--|--|--|--------------------|
| # of students | ___ students | ___ students | ___ students | ___ total students |
| Results of SLO (points) | /20 | /20 | /20 | |
| Weight of each SLO proportionately (students/total students) | ___ students/___ total students = ___% | ___ students/___ total students = ___% | ___ students/___ total students = ___% | |
| Proportional Points (SLO points times %) | ___ points | ___ points | ___ points | ___ total points |

HEDI Score: _____

Highly Effective: 20-18
 Effective: 17-9
 Developing: 8-3
 Ineffective: 2-0

Exhibit E
District-Wide Teacher Evaluation Process

| Teachers | 60% APPR Rubric | 20% Growth (SLO or SED Provided) | | 20% Locally Selected |
|-----------------------------|-----------------|-------------------------------------|------------------|-----------------------|
| | | SLO | Pre/Post Test | |
| K-2 ELA | X | SLO | Pre/Post Test | 3 rd Party |
| 3 ELA | X | SLO | Pre/ELA 3 | 3 rd Party |
| 4-8 ELA | X | SED Provided | | 3 rd Party |
| 9 ELA | X | SLO | Pre/Post Test | 3 rd Party |
| 10 ELA | X | SLO | Pre/Post Test | 3 rd Party |
| 11 ELA | X | SLO | Pre/Regents | 3 rd Party |
| 12 ELA | X | SLO | Pre/Post Test | 3 rd Party |
| K-2 Math | X | SLO | Pre/Post Test | 3 rd Party |
| 3 Math | X | SLO | Pre/Math 3 | 3 rd Party |
| 4-8 Math | X | SED Provided | | 3 rd Party |
| Integrated Algebra | X | SLO | Pre/Regents | 3 rd Party |
| Geometry | X | SLO | Pre/Regents | 3 rd Party |
| Algebra 2/Trig | X | SLO | Pre/Regents | 3 rd Party |
| 6-7 Science | X | SLO | Pre/Post Test | 3 rd Party |
| 4, 8 Science | X | SLO | Pre/Science 4, 8 | 3 rd Party |
| Living Environment | X | SLO | Pre/Regents | 3 rd Party |
| Chemistry | X | SLO | Pre/Regents | 3 rd Party |
| Earth Science | X | SLO | Pre/Regents | 3 rd Party |
| Physics | X | SLO | Pre/Regents | 3 rd Party |
| 6-8 Social Studies | X | SLO | Pre/Post Test | 3 rd Party |
| 9 Global | X | SLO | Pre/Post Test | 3 rd Party |
| 10 Global | X | SLO | Pre/Regents | 3 rd Party |
| US History | X | SLO | Pre/Regents | 3 rd Party |
| Economics | X | SLO | Pre/Post Test | 3 rd Party |
| PIG | X | SLO | Pre/Post Test | 3 rd Party |
| Business | X | SLO | Pre/Post Test | 3 rd Party |
| Technology | X | SLO | Pre/Post Test | 3 rd Party |
| Art | X | SLO | Pre/Post Test | 3 rd Party |
| Music | X | SLO | Pre/Post Test | 3 rd Party |
| Health | X | SLO | Pre/Post Test | 3 rd Party |
| Physical Education | X | SLO | Pre/Post Test | 3 rd Party |
| Family and Consumer Science | X | SLO | Pre/Post Test | 3 rd Party |
| Library | X | SLO | Pre/Post Test | 3 rd Party |
| LOTE | X | SLO | Pre/Post Test | 3 rd Party |
| Special Education | X | SLO | Pre/Post Test | 3 rd Party |

Exhibit F
STUDENT LEARNING OBJECTIVES

| | | | | | | | | | | | | | | | | | | | | | |
|---|--|--------|---------|------------------|--------|--------|--------|--------|--------|--------|--------|--------|-------------------|--------|--------|--------|--------|--------------------|----|--------|-------|
| Population | | | | | | | | | | | | | | | | | | | | | |
| Learning Content | | | | | | | | | | | | | | | | | | | | | |
| Interval | 2012-2013 School Year | | | | | | | | | | | | | | | | | | | | |
| Evidence (Available Assessment Data) | | | | | | | | | | | | | | | | | | | | | |
| Baseline (Pre-Assessment Data) | | | | | | | | | | | | | | | | | | | | | |
| Target(s) | <p>_____ % of students will meet or exceed their individual target on the final assessment, demonstrating their improvement on _____.</p> <p style="text-align: center;">Pre-Assessment Score Target Score</p> | | | | | | | | | | | | | | | | | | | | |
| HEDI Scoring* | <ul style="list-style-type: none"> • Highly Effective = 85% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 65-84% of students will meet or exceed their target goal on the summative assessment. • Developing = 55-64% of students will meet or exceed their target goal on the summative assessment. • Ineffective = 54% or fewer students will meet or exceed their target goal on the summative assessment. | | | | | | | | | | | | | | | | | | | | |
| | Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| | 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| | 97-100% | 96-92% | 91%-85% | 84% | 83-81% | 80-79% | 78-76% | 75-74% | 73-72% | 71-69% | 68-67% | 66-65% | 64% | 63-62% | 61-60% | 59-58% | 57-56% | 55% | 54 | 53-27% | 0-26% |
| Rationale | | | | | | | | | | | | | | | | | | | | | |

*Noted percentages are in whole numbers. See **Scoring Band – Growth Using Comparable Measure** above for percentages calculated to hundredths of a percent.

Exhibit G
STUDENT LEARNING OBJECTIVES (SLO) – DATA COLLECTION

| Target: _____% of students will meet or exceed their individual target on the final assessment, demonstrating their improvement on _____ INSERT _____ | | HISTORICAL DATA (Will differ by content area or grade level, if any) | | PRE-ASSESSMENT | INDIVIDUAL TARGET | POST-ASSESSMENT | RESULTS |
|---|--------------|--|--|-----------------------|--------------------------|------------------------|--|
| CLASS/COURSE NAME: | | <i>Insert description of assessments below:</i> | | | | | <i>AVG: (insert % that met target)</i> |
| Student Name | Class | | | | | | Met Target (Yes/No) |
| Student 1 | | | | | | | |
| Student 2 | | | | | | | |
| Student 3 | | | | | | | |
| Student 4 | | | | | | | |
| Student 5 | | | | | | | |
| Student 6 | | | | | | | |
| Student 7 | | | | | | | |
| Student 8 | | | | | | | |
| Student 9 | | | | | | | |
| Student 10 | | | | | | | |

OTHER MEASURES OF EFFECTIVENESS (60 points):

Rubric: Danielson Framework for Teaching (2011)

At least 31 of the 60 points shall be based on multiple (at least two) classroom observations, at least one of which must be unannounced.

- Evidence will be gathered from all components of Domains 2 and 3, and a minimum of two components from Domains 1 and/or 4.

Definitions:

Unannounced observation:

- Observation without prior notice and post-observation conference
- Opportunity for one refusal that will be documented

Formal observation:

- Observation with prior notice; Formal observation shall consist of pre-observation conference, observation, and post-observation conference

Video as an option (not required):

- Teacher will video observation; Video observation will consist of teacher created video, video submission conference (meeting to discuss the video prior to the administrator viewing), and post-observation conference

Walkthroughs:

- Brief announced or unannounced observation of classroom practice to gather evidence of proficiency in APPR components

Pre-observation and post-observation forms attached as **Exhibit A** will be utilized to guide the discussion between the teacher and administrator of the collected evidence. **Protocols:**

Observations for Probationary Staff:

- Year #1: four formal observations and walkthroughs until evidence collection is completed
- Year #2 and #3: three formal observations, one unannounced observation, and walkthroughs until evidence collection is completed

Observations for Tenured Staff:

- Two observations

- One unannounced observation
- One formal observation; could substitute this observation through video
- Walkthroughs

Length of Formal and Unannounced observations:

- Full class period, not to exceed 60 minutes.

Scheduling:

- One formal or unannounced observation per semester.
- Unannounced observations will not be conducted on in-school holidays or the day before a District holiday or recess period.
- Written observation reports will be written and provided to teacher within ten school days after observation (see format attached as **Exhibit B**).

Walkthroughs (for evidence collection)

- Will be approximately ten minutes in duration or less.
- Walkthroughs will not be conducted on in-school holidays or the day before a District holiday or recess period.
- Minimum of one and will continue until evidence collection is completed.
- Could consist of interactions that occur in locations other than the classroom (e.g., Instructional Support Team meetings, scoring, parent/teacher conference, etc.).
- Could be pre-planned with administrator or unannounced.
- Teachers may request additional walkthroughs if desired.

Scoring of rubric:

- In situations where more than one rubric score is noted through formal and informal observations, the final rubric score for each component will be the last component rating earned during school year.

Structured Review:

A structured review in the form of a midyear review of other evidence will occur by February 15 with principal. Teachers will collect evidence through one or more of the APPR Options included in **Exhibit C** hereto.

Allocation of Points:

Teachers will earn a rubric score of four, three, two, or one based on evidence collected and the alignment of the evidence with the Danielson rubric. Depending on the nature of the evidence, it is possible for teachers to earn half step scores. In other words, if evidence supports part of the

“level three” rubric language and part of the “level four” rubric language, teachers are able to earn a score of 3.5. The scores are defined as follows:

- Four = Highly Effective
- Three = Effective
- Two = Developing
- One = Ineffective

Teacher scores will be collected on the attached form throughout each school year. The highest score in each component will be recorded as part of the year-end evaluation (see format attached as **Exhibit D**). Administrator and teacher will engage in a year-end review prior to the end of the school year, unless there is mutual agreement to a later date.

| Domain 1: Planning and Preparation | | Domain 2: Classroom Environment | |
|---|---------------|--|---------------|
| | Rubric Scores | | Rubric Scores |
| 1a. Demonstrating Knowledge of Content and Pedagogy | | 2a. Creating an Environment of Respect and Rapport | |
| 1b. Demonstrating Knowledge of Students | | 2b. Establishing a Culture for Learning | |
| 1c. Setting Instructional Outcomes | | 2c. Managing Classroom Procedures | |
| 1d. Demonstrating Knowledge of Resources | | 2d. Managing Student Behavior | |
| 1e. Designing Coherent Instruction | | 2e. Organizing Physical Space | |
| 1f. Designing Student Assessments | | | |
| Domain 1 Rubric Scores | /6 | Domain 2 Rubric Scores | /5 |
| Domain 1 Average | | Domain 2 Average | |
| | | | |
| Domain 4: Professional Responsibilities | | Domain 3: Instruction | |
| 4a. Reflecting on Teaching | | 3a. Communicating With Students | |
| 4b. Maintaining Accurate Records | | 3b. Using Questioning and Discussion Techniques | |
| 4c. Communicating with Families | | 3c. Engaging Students in Learning | |
| 4d. Participating in a Professional Community | | 3d. Using Assessment in Instruction | |
| 4e. Growing and Developing Professionally | | 3e. Demonstrating Flexibility and Responsiveness | |
| 4f. Showing Professionalism | | | |
| Domain 4 Rubric Scores | /6 | Domain 3 Rubric Scores | /5 |
| Domain 4 Average | | Domain 3 Average | |

| Domains | Average (from above) |
|---|-------------------------------------|
| 1. Planning and Preparation | |
| 2. Classroom Environment | |
| 3. Instruction | |
| 4. Professional Responsibilities | |
| Subtotal | |
| Divide by the number of Domains (divided by 4) | |
| FINAL RUBRIC SCORE | |

The Overall Rubric Average will be converted to a value on a 60-point scale as well as a HEDI rating using the following conversion chart:

| Overall Rubric Average | HEDI | 60-0 Point Distribution by Rating Category |
|-----------------------------------|-------------|---|
| Highly Effective 60-59 | | |
| 4.000 | H | 60.00 |
| 3.900 – 3.999 | H | 59.80 |
| 3.800 – 3.899 | H | 59.60 |
| 3.700 – 3.799 | H | 59.40 |
| 3.600 – 3.699 | H | 59.20 |
| 3.500 – 3.599 | H | 59.00 |
| Effective 58-57 | | |
| 3.400 – 3.499 | E | 58.00 |
| 3.300 – 3.399 | E | 57.89 |
| 3.200 – 3.299 | E | 57.78 |
| 3.100 – 3.199 | E | 57.67 |
| 3.000 – 3.099 | E | 57.56 |
| 2.900 – 2.999 | E | 57.44 |
| 2.800 – 2.899 | E | 57.33 |
| 2.700 – 2.799 | E | 57.22 |
| 2.600 – 2.699 | E | 57.11 |
| 2.500 – 2.599 | E | 57.00 |
| Developing 56-50 | | |
| 2.400 – 2.499 | D | 56.00 |
| 2.300 – 2.399 | D | 55.33 |
| 2.200 – 2.299 | D | 54.67 |
| 2.100 – 2.199 | D | 54.00 |

| Overall Rubric Average | HEDI | 60-0 Point Distribution by Rating Category |
|-------------------------------|-------------|---|
| 2.000 – 2.099 | D | 53.33 |
| 1.900 – 1.999 | D | 52.67 |
| 1.800 – 1.899 | D | 52.00 |
| 1.700 – 1.799 | D | 51.33 |
| 1.600 – 1.699 | D | 50.67 |
| 1.500 – 1.599 | D | 50.00 |
| Ineffective 49-0 | | |
| 1.400 – 1.499 | I | 49.00 |
| 1.392 – 1.399 | I | 48.00 |
| 1.384 – 1.391 | I | 47.00 |
| 1.376 – 1.383 | I | 46.00 |
| 1.367 – 1.375 | I | 45.00 |
| 1.359 – 1.366 | I | 44.00 |
| 1.351 – 1.358 | I | 43.00 |
| 1.343 – 1.350 | I | 42.00 |
| 1.335 – 1.342 | I | 41.00 |
| 1.327 – 1.334 | I | 40.00 |
| 1.318 – 1.326 | I | 39.00 |
| 1.310 – 1.317 | I | 38.00 |
| 1.302 – 1.309 | I | 37.00 |
| 1.294 – 1.301 | I | 36.00 |
| 1.286 – 1.293 | I | 35.00 |
| 1.278 – 1.285 | I | 34.00 |
| 1.269 – 1.277 | I | 33.00 |
| 1.261 – 1.268 | I | 32.00 |
| 1.253 – 1.260 | I | 31.00 |
| 1.245 – 1.252 | I | 30.00 |
| 1.237 – 1.244 | I | 29.00 |
| 1.229 – 1.236 | I | 28.00 |
| 1.220 – 1.228 | I | 27.00 |
| 1.212 – 1.219 | I | 26.00 |
| 1.204 – 1.211 | I | 25.00 |
| 1.196 – 1.203 | I | 24.00 |
| 1.188 – 1.195 | I | 23.00 |
| 1.180 – 1.187 | I | 22.00 |
| 1.171 – 1.179 | I | 21.00 |
| 1.163 – 1.170 | I | 20.00 |
| 1.155 – 1.162 | I | 19.00 |

| Overall Rubric Average | HEDI | 60-0 Point Distribution by Rating Category |
|-------------------------------|-------------|---|
| 1.147 – 1.154 | I | 18.00 |
| 1.139 – 1.146 | I | 17.00 |
| 1.131 – 1.138 | I | 16.00 |
| 1.122 – 1.130 | I | 15.00 |
| 1.114 – 1.121 | I | 14.00 |
| 1.106 – 1.113 | I | 13.00 |
| 1.098 – 1.105 | I | 12.00 |
| 1.090 – 1.097 | I | 11.00 |
| 1.082 – 1.089 | I | 10.00 |
| 1.073 – 1.081 | I | 9.00 |
| 1.065 – 1.072 | I | 8.00 |
| 1.057 – 1.064 | I | 7.00 |
| 1.049 – 1.056 | I | 6.00 |
| 1.041 – 1.048 | I | 5.00 |
| 1.033 – 1.040 | I | 4.00 |
| 1.024 – 1.032 | I | 3.00 |
| 1.016 – 1.023 | I | 2.00 |
| 1.008 – 1.015 | I | 1.00 |
| 1.000 – 1.007 | I | 0.00 |

Scoring Band – Other Measures of Effectiveness:

| | | |
|--------------------------|---------------|---------------|
| Highly Effective: | 60 through 59 | 4.000 – 3.500 |
| Effective: | 58 through 57 | 3.499 – 2.500 |
| Developing: | 56 through 50 | 2.499 – 1.500 |
| Ineffective: | 49 through 0 | 1.499 – 1.000 |

For a Highly Effective rating, teachers are unable to score “1” or “2” in any category. For an Effective rating, teachers are unable to score “1” in any category.

Other Certified Staff.

Other Certified Staff covered by this Agreement for the purposes of annual evaluation are School Counselors, School Social Workers, School Psychologists, Intervention Teachers (including Reading Teachers and Math Intervention Teachers), and Speech Teachers.

Intervention Teachers will be evaluated utilizing the Danielson 2011 rubric and the **Other Measures of Effectiveness** as described above, inasmuch as Intervention Teachers deliver instruction directly to students.

School Social Workers, School Counselors, and Speech Teachers will be evaluated utilizing the Danielson 2007 rubric, which is the most current version available for Other Certified Staff.

Allocation of Points:

Other Certified Staff will earn a rubric score of four, three, two, or one based on evidence collected and the alignment of the evidence with the Danielson rubric. Depending on the nature of the evidence, it is possible for Other Certified Staff to earn half step scores. In other words, if evidence supports part of the “level three” rubric language and part of the “level four” rubric language, teachers are able to earn a score of 3.5. The scores are defined as follows:

- Four = Highly Effective
- Three = Effective
- Two = Developing
- One = Ineffective

Other Certified Staff scores will be collected on the attached form throughout each school year. The highest score in each component will be recorded as part of the year-end evaluation. Administrator and Other Certified Staff will engage in a year-end review prior to the end of the school year, unless there is mutual agreement to a later date.

School Counselors and School Social Workers.

| Domain 1: Planning and Preparation | | Domain 2: Learning Environment | |
|--|---------------|---|---------------|
| | Rubric Scores | | Rubric Scores |
| 1a. Demonstrating Knowledge of Counseling and Social Work Theory and Techniques | | 2a. Creating an Environment of Respect and Rapport | |
| 1b. Demonstrating Knowledge of Child and Adolescent Development | | 2b. Establishing a Culture for Productive Communication | |
| 1c. Establishing Goals for the Counseling and Social Work Program. | | 2c. Managing Routines and Procedures | |
| 1d. Demonstrating Knowledge of State and Federal Regulations, and Resources within and beyond the School and District. | | 2d. Establishing Standards of Conduct | |
| 1e. Planning the Counseling and Social Work Program. | | 2e. Organizing Physical Space | |
| 1f. Developing a Plan to | | | |

| | | | |
|--|----|--|----|
| Evaluate the Counseling and Social Work Program. | | | |
| Domain 1 Rubric Scores | /6 | Domain 2 Rubric Scores | /5 |
| Domain 1 Average | | Domain 2 Average | |
| Domain 4: Professional Responsibilities | | Domain 3: Delivery of Service | |
| 4a. Reflecting on Practice | | 3a. Assessing Student Needs | |
| 4b. Maintaining Records | | 3b. Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and/or Career Plans | |
| 4c. Communicating with Families | | 3c. Using Counseling and Social Work Techniques | |
| 4d. Participating in a Professional Community | | 3d. Brokering Resources to Meet Needs | |
| 4e. Engaging in Professional Development | | 3e. Demonstrating Flexibility and Responsiveness | |
| 4f. Showing Professionalism | | | |
| Domain 4 Rubric Scores | /6 | Domain 3 Rubric Scores | /5 |
| Domain 4 Average | | Domain 3 Average | |

| Domains | Average (from above) |
|---|-----------------------------|
| 1. Planning and Preparation | |
| 2. Learning Environment | |
| 3. Delivery of Service | |
| 4. Professional Responsibilities | |
| Subtotal | |
| Divide by the number of Domains (divided by 4) | |
| FINAL RUBRIC SCORE | |

School Psychologists.

| Domain 1: Planning and Preparation | | Domain 2: Learning Environment | |
|--|---------------|---|---------------|
| | Rubric Scores | | Rubric Scores |
| 1a. Demonstrating Knowledge and Skill in using Psychological Instruments | | 2a. Creating Rapport with Students | |
| 1b. Demonstrating Knowledge of Child and Adolescent Development and | | 2b. Establishing a Culture for Positive Mental Health | |

| | | | |
|--|----|---|----|
| Psychopathology | | | |
| 1c. Establishing Goals for Psychology Program | | 2c. Establishing Clear Procedures for Referrals | |
| 1d. Demonstrating Knowledge of State and Federal Regulations, and Resources within and beyond the School and District. | | 2d. Establishing Standards of Conduct | |
| 1e. Planning the Psychology Program. | | 2e. Organizing Physical Space | |
| 1f. Developing a Plan to Evaluate the Psychology Program. | | | |
| Domain 1 Rubric Scores | /6 | Domain 2 Rubric Scores | /5 |
| Domain 1 Average | | Domain 2 Average | |
| | | | |
| Domain 4: Professional Responsibilities | | Domain 3: Delivery of Service | |
| 4a. Reflecting on Practice | | 3a. Responding to Referrals | |
| 4b. Communicating with Families | | 3b. Evaluating Student Needs | |
| 4c. Maintaining Accurate Records | | 3c. Using Counseling and Social Work Techniques | |
| 4d. Participating in a Professional Community | | 3d. Chairing Evaluation Team | |
| 4e. Engaging in Professional Development | | 3e. Maintaining Contact with Physicians and Community Mental Health Service Providers | |
| 4f. Showing Professionalism | | | |
| Domain 4 Rubric Scores | /6 | Domain 3 Rubric Scores | /5 |
| Domain 4 Average | | Domain 3 Average | |

| Domains | Average (from above) |
|---|----------------------|
| 1. Planning and Preparation | |
| 2. Learning Environment | |
| 3. Delivery of Service | |
| 4. Professional Responsibilities | |
| Subtotal | |
| Divide by the number of Domains (divided by 4) | |
| FINAL RUBRIC SCORE | |

Speech Teachers.

| Domain 1: Planning and Preparation | | Domain 2: Learning Environment | |
|--|---------------|---|---------------|
| | Rubric Scores | | Rubric Scores |
| 1a. Demonstrating Knowledge and Skill in the Area of Speech | | 2a. Establishing Rapport with Students | |
| 1b. Establishing Goals for the Program | | 2b. Organizing Time Effectively | |
| 1c. Demonstrating Knowledge of District, State and Federal Regulations, and Guidelines | | 2c. Maintaining Procedures for Referrals | |
| 1d. Demonstrating Knowledge of Resources | | 2d. Establishing Standards of Conduct | |
| 1e. Planning the Program | | 2e. Organizing Physical Space | |
| 1f. Developing a Plan to Evaluate the Service Program | | | |
| Domain 1 Rubric Scores | /6 | Domain 2 Rubric Scores | /5 |
| Domain 1 Average | | Domain 2 Average | |
| | | | |
| Domain 4: Professional Responsibilities | | Domain 3: Delivery of Service | |
| 4a. Reflecting on Practice | | 3a. Responding to Referrals | |
| 4b. Collaborating with Teachers and Administrator | | 3b. Developing and Implementing Educational Plans | |
| 4c. Maintaining Effective Data Management System | | 3c. Communicating with Families | |
| 4d. Participating in a Professional Community | | 3d. Demonstrating Flexibility and Responsiveness | |
| 4e. Engaging in Professional Development | | | |
| 4f. Showing Professionalism | | | |
| Domain 4 Rubric Scores | /6 | Domain 3 Rubric Scores | /4 |
| Domain 4 Average | | Domain 3 Average | |

| Domains | Average (from above) |
|---|-----------------------------|
| 1. Planning and Preparation | |
| 2. Learning Environment | |
| 3. Delivery of Service | |
| 4. Professional Responsibilities | |
| Subtotal | |
| Divide by the number of Domains (divided by 4) | |
| FINAL RUBRIC SCORE | |

The Overall Rubric Average will be converted to a value on a 60-point scale as well as a HEDI rating using the following conversion chart:

| Overall Rubric Average | HEDI | 60-0 Point Distribution by Rating Category |
|-------------------------------|-------------|---|
| Highly Effective 60-59 | | |
| 4.000 | H | 60.00 |
| 3.900 – 3.999 | H | 59.80 |
| 3.800 – 3.899 | H | 59.60 |
| 3.700 – 3.799 | H | 59.40 |
| 3.600 – 3.699 | H | 59.20 |
| 3.500 – 3.599 | H | 59.00 |
| Effective 58-57 | | |
| 3.400 – 3.499 | E | 58.00 |
| 3.300 – 3.399 | E | 57.89 |
| 3.200 – 3.299 | E | 57.78 |
| 3.100 – 3.199 | E | 57.67 |
| 3.000 – 3.099 | E | 57.56 |
| 2.900 – 2.999 | E | 57.44 |
| 2.800 – 2.899 | E | 57.33 |
| 2.700 – 2.799 | E | 57.22 |
| 2.600 – 2.699 | E | 57.11 |
| 2.500 – 2.599 | E | 57.00 |
| Developing 56-50 | | |
| 2.400 – 2.499 | D | 56.00 |
| 2.300 – 2.399 | D | 55.33 |
| 2.200 – 2.299 | D | 54.67 |
| 2.100 – 2.199 | D | 54.00 |
| 2.000 – 2.099 | D | 53.33 |
| 1.900 – 1.999 | D | 52.67 |
| 1.800 – 1.899 | D | 52.00 |
| 1.700 – 1.799 | D | 51.33 |
| 1.600 – 1.699 | D | 50.67 |
| 1.500 – 1.599 | D | 50.00 |
| Ineffective 49-0 | | |
| 1.400 – 1.499 | I | 49.00 |
| 1.392 – 1.399 | I | 48.00 |
| 1.384 – 1.391 | I | 47.00 |
| 1.376 – 1.383 | I | 46.00 |
| 1.367 – 1.375 | I | 45.00 |

| Overall Rubric Average | HEDI | 60-0 Point Distribution by Rating Category |
|-------------------------------|-------------|---|
| 1.359 – 1.366 | I | 44.00 |
| 1.351 – 1.358 | I | 43.00 |
| 1.343 – 1.350 | I | 42.00 |
| 1.335 – 1.342 | I | 41.00 |
| 1.327 – 1.334 | I | 40.00 |
| 1.318 – 1.326 | I | 39.00 |
| 1.310 – 1.317 | I | 38.00 |
| 1.302 – 1.309 | I | 37.00 |
| 1.294 – 1.301 | I | 36.00 |
| 1.286 – 1.293 | I | 35.00 |
| 1.278 – 1.285 | I | 34.00 |
| 1.269 – 1.277 | I | 33.00 |
| 1.261 – 1.268 | I | 32.00 |
| 1.253 – 1.260 | I | 31.00 |
| 1.245 – 1.252 | I | 30.00 |
| 1.237 – 1.244 | I | 29.00 |
| 1.229 – 1.236 | I | 28.00 |
| 1.220 – 1.228 | I | 27.00 |
| 1.212 – 1.219 | I | 26.00 |
| 1.204 – 1.211 | I | 25.00 |
| 1.196 – 1.203 | I | 24.00 |
| 1.188 – 1.195 | I | 23.00 |
| 1.180 – 1.187 | I | 22.00 |
| 1.171 – 1.179 | I | 21.00 |
| 1.163 – 1.170 | I | 20.00 |
| 1.155 – 1.162 | I | 19.00 |
| 1.147 – 1.154 | I | 18.00 |
| 1.139 – 1.146 | I | 17.00 |
| 1.131 – 1.138 | I | 16.00 |
| 1.122 – 1.130 | I | 15.00 |
| 1.114 – 1.121 | I | 14.00 |
| 1.106 – 1.113 | I | 13.00 |
| 1.098 – 1.105 | I | 12.00 |
| 1.090 – 1.097 | I | 11.00 |
| 1.082 – 1.089 | I | 10.00 |
| 1.073 – 1.081 | I | 9.00 |
| 1.065 – 1.072 | I | 8.00 |
| 1.057 – 1.064 | I | 7.00 |

| Overall Rubric Average | HEDI | 60-0 Point Distribution by Rating Category |
|-------------------------------|-------------|---|
| 1.049 – 1.056 | I | 6.00 |
| 1.041 – 1.048 | I | 5.00 |
| 1.033 – 1.040 | I | 4.00 |
| 1.024 – 1.032 | I | 3.00 |
| 1.016 – 1.023 | I | 2.00 |
| 1.008 – 1.015 | I | 1.00 |
| 1.000 – 1.007 | I | 0.00 |

Scoring Band – Other Measures of Effectiveness:

| | | |
|--------------------------|---------------|---------------|
| Highly Effective: | 60 through 59 | 4.000 – 3.500 |
| Effective: | 58 through 57 | 3.499 – 2.500 |
| Developing: | 56 through 50 | 2.499 – 1.500 |
| Ineffective: | 49 through 0 | 1.499 – 1.000 |

For a Highly Effective rating, Other Certified Staff are unable to score “1” or “2” in any category. For an Effective rating, teachers are unable to score “1” in any category.

The HEDI rating and 60-point conversion for the Other Certified Staff will be for District use only, as these scores are not currently required for State Education Department submission.

Exhibit A.1
WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
Pre-Observation Form

Teacher _____

Date _____

Grade Level(s) _____

Subject _____

The following points will be discussed during the pre-observation conference.

1. List your instructional goals for this lesson. What do you want the students to learn?

2. Describe your instructional plan. Include instructional strategies, activities, grouping of students, materials and resources you will use. (Please attach a copy of student handouts; i.e., guided practice, independent practice, etc.)

3. Describe any modifications you will make to accommodate specific learners.

- 4a. During the lesson, how will you monitor student progress (formative assessment)?

- 4b. How will you assess/measure student learning of the stated objectives (summative assessment)?

5. Is there anything else, either about your students or your classroom, which you would like an observer to know?

- 6a. Based on this Instructional Plan, which teaching standards from the Framework for Teaching would you like the observer to focus on?

- 6b. What components have you received ratings on this year?

Exhibit A.2
WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
Post-Observation Form

Teacher _____ **Date** _____

Grade Level(s) _____ **Subject** _____

The following points will be discussed during the post-observation conference.

1. Compare your expectations for the lesson with how it actually went.
2. To what extent were the instructional goals met?
3. Did you make any modifications to your plan during the lesson?
4. Describe any changes you would make if you were to teach this lesson again to the same group of students.
5. What can the observer do to support your professional growth?

Exhibit B
WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
Observation Summary

Teacher _____ Date of Observation _____

School _____

Observer Name _____

Teacher's Status: Probationary Year: _____ Tenured: _____

Subject/Level:

Brief Narrative (Objective of the lesson, etc.):

Please indicate below the standards on which the observation is based.

| Domain 1: Planning and Preparation | | Domain 2: Classroom Environment | |
|---|----------------------------|--|----------------------------|
| | Rubric Scores and Evidence | | Rubric Scores and Evidence |
| 1a. Demonstrating Knowledge of Content and Pedagogy | | 2a. Creating an Environment of Respect and Rapport | |
| 1b. Demonstrating Knowledge of Students | | 2b. Establishing a Culture for Learning | |
| 1c. Setting Instructional Outcomes | | 2c. Managing Classroom Procedures | |
| 1d. Demonstrating Knowledge of Resources | | 2d. Managing Student Behavior | |
| 1e. Designing Coherent Instruction | | 2e. Organizing Physical Space | |
| 1f. Designing Student Assessments | | | |
| Domain 4: Professional Responsibilities | | Domain 3: Instruction | |
| 4a. Reflecting on Teaching | | 3a. Communicating With Students | |
| 4b. Maintaining Accurate Records | | 3b. Using Questioning and Discussion Techniques | |
| 4c. Communicating with Families | | 3c. Engaging Students in Learning | |
| 4d. Participating in a Professional Community | | 3d. Using Assessment in Instruction | |
| 4e. Growing and Developing Professionally | | 3e. Demonstrating Flexibility and Responsiveness | |
| 4f. Showing Professionalism | | | |

Areas of Strength:

Areas for Further Development:

Teacher's signature indicates only that the teacher has read this report.

Administrator's Signature* _____

Date _____

Teacher's Signature* _____

Date _____

*Electronic signature permissible.

Exhibit C
WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
Professional Performance Review Options

Professional Performance Review options include, but are not limited to, the following:

- **Portfolio** – The portfolio provides teachers with a framework for innovative ways to document performance. It is a purposeful collection of work that exhibits the author's efforts, progress, and/or achievements in one or more areas. A teaching portfolio contains any items that an educator selects to put in it. It can include documents, lesson plans, photographs, video, PowerPoint, or an actual object that supports the professional goal(s). Through the process of collecting, selecting, and reflecting, the portfolio becomes a tool for an individual Professional Development Plan.

Professional portfolios may include any of the following pieces as well or these options can be chosen separately:

- **Reflective Teaching Partners** – Two teachers work collaboratively to assess teaching methods and their effects on the students. For example, one teacher may agree to collect information while visiting his/her partner's classroom. After the visit, the teachers meet to discuss their findings. Then they reverse roles. (If coverage is needed for a partner's observation; arrangements should be made with the principal or supervisor. The teacher and supervisor will agree upon the time and frequency of the observations.)
- **Peer Review** – This is a collaborative technique that provides opportunities for teachers working together to practice developing competency on a specific teaching technique or strategy. Peer coaching often has a narrow focus, and helps to facilitate the early use of a skill or strategy, which has been possibly introduced during professional development opportunities or interests the teacher. (If coverage is needed for a partner's observation; arrangements should be made with the principal or supervisor. The teacher and supervisor will agree upon the time and frequency of the observations.)
- **Study Group** – Two or more teachers study an educational topic or issue to explore the instructional implications, and then apply the skill within the context of their instructional setting.
- **Action Research** – One or more teachers collect impact data demonstrating the effects of practice(s) on learning or behavior. A process of identifying an issue, modifying practice and reevaluation occur.
- **Student Work** – Ongoing discussions by teachers about their students' work can provide teachers important information about the results of their instruction. When teachers reflect on what and how students learn and modify their instruction accordingly, better teaching and learning occur. Student work as evidence of professional growth provides the teacher opportunity to illustrate the types of activities used in class, student responses to the lessons, and/or teacher comments on student work.

- **Professional Development** – Professional development is a continuous process of individual and collective examination and improvement of practice. It should empower individual educators and communities of educators to make complex decisions; to identify and solve problems; and to connect theory, practice, and student outcomes. Professional development also should enable teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work. Attending and reflecting upon professional development opportunities can help teachers achieve their professional goals.
- **Published Work** – Teachers may use their own published work as an evaluation opportunity.
- **Exemplary Lessons and/or Units** – One or more teachers may use their lessons or units as exemplary showcases of curriculum aligned to the New York State standards for evaluation purposes.
- **National Board Certification** – Recognizing that this is a huge undertaking, teachers can have a discussion with their principal to use this process as their APPR process for one year.
- **Lesson Study** is an ongoing, collaborative, professional development process that was developed in Japan. Lesson Study involves a group of teachers working together on a broad goal and developing lesson plans that are collectively observed, analyzed, and revised. Their focus throughout this process is on improving student thinking and making their lessons more effective.

The basic Lesson Study procedure is as follows:

- Select a broad goal, such as increasing your students' abilities to reason mathematically, or increasing their confidence in their mathematical abilities. Drawing on test item analyses is a great way to establish meaningful goals.
- Select a unit to focus on and analyze the current abilities and needs of your student population.
- Select a lesson to develop together, being sure to look at how the skills for that lesson fit in the continuum of skills across grades. Also think about how evidence of student thinking can be observed during the lesson.
- Teach the lesson and observe it.
- Get together to discuss and analyze the lesson.
- After discussing your observations, work together to revise the lesson, and then have another teacher teach the lesson, then repeat the observation and discussion.
- Document your changes in your lesson plans, unit plans, and curriculum maps.
- **Other** – This open category allows a teacher to be innovative in developing a personal plan for professional/instructional growth.

Exhibit D
WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
Year-end Evaluation

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Name of Evaluator _____ Date _____

Teacher's Status:

Tenured Probationary: Year 1 Year 2 Year 3 JUUL Agreement

| Domain 1: Planning and Preparation | | Domain 2: Classroom Environment | |
|---|---------------|--|---------------|
| | Rubric Scores | | Rubric Scores |
| 1a. Demonstrating Knowledge of Content and Pedagogy | | 2a. Creating an Environment of Respect and Rapport | |
| 1b. Demonstrating Knowledge of Students | | 2b. Establishing a Culture for Learning | |
| 1c. Setting Instructional Outcomes | | 2c. Managing Classroom Procedures | |
| 1d. Demonstrating Knowledge of Resources | | 2d. Managing Student Behavior | |
| 1e. Designing Coherent Instruction | | 2e. Organizing Physical Space | |
| 1f. Designing Student Assessments | | | |
| Domain 1 Rubric Scores | /6 | Domain 2 Rubric Scores | /5 |
| Domain 1 Average | | Domain 2 Average | |
| Domain 4: Professional Responsibilities | | Domain 3: Instruction | |
| 4a. Reflecting on Teaching | | 3a. Communicating With Students | |
| 4b. Maintaining Accurate Records | | 3b. Using Questioning and Discussion Techniques | |
| 4c. Communicating with Families | | 3c. Engaging Students in Learning | |
| 4d. Participating in a Professional Community | | 3d. Using Assessment in Instruction | |
| 4e. Growing and Developing Professionally | | 3e. Demonstrating Flexibility and Responsiveness | |
| 4f. Showing Professionalism | | | |
| Domain 4 Rubric Scores | /6 | Domain 3 Rubric Scores | /5 |
| Domain 4 Average | | Domain 3 Average | |

| Domains | Average (from above) |
|---|----------------------------|
| 1. Planning and Preparation | |
| 2. Classroom Environment | |
| 3. Instruction | |
| 4. Professional Responsibilities | |
| Subtotal | |
| Divide by the number of Domains (divided by 4) | |
| FINAL RUBRIC SCORE | |

Strengths:

Areas for Further Development:

Rating:

Highly Effective: 60 through 59 4.000 – 3.500

Effective: 58 through 57 3.499 – 2.500

Developing: 56 through 50 2.499 – 1.500

Ineffective: 49 through 0 1.499 – 1.000

For a Highly Effective rating, teachers are unable to score “1” or “2” in any category. For an Effective rating, teachers are unable to score “1” in any category.

HEDI Rating: _____ **Points Conversion (out of 60):** _____

Teacher’s signature indicates only that the teacher has read this report.

Administrator’s Signature* _____ **Date** _____

Teacher’s Signature* _____ **Date** _____

*Electronic signature permissible.

LOCALLY-SELECTED MEASURE OF STUDENT ACHIEVEMENT (20/15 points):

Locally-Selected Measures of Student Achievement will only impact teachers under this Agreement, and will not impact Other Certified Staff as noted above.

The locally-selected measure will be based on a growth score to be computed and based on a measure of student performance over time on the SED third-party approved assessment, STAR assessment for K-12 ELA. All K-12 students will take a baseline assessment during September, and individual growth targets will be established for each student on a teacher’s caseload. All teachers will infuse literacy and comprehension strategies into the instruction of their content area to assist students in accessing informational text. A HEDI rating on the locally-selected measure will be established based on the percentage of students on the teacher’s caseload that met the established individual target, as evidenced by the post-assessment to occur prior to June 1. See **Exhibit H** for “*Locally-Selected Measure – Data Collection Tool.*”

Scoring Band – Locally-Selected Measure (based on 20 points) with State-Provided Growth Measures or Other Comparable Measures (based on 20 points):

| Points for Locally Selected Measure | HEDI Rating | % of Students Meeting Target |
|--|--------------------|-------------------------------------|
| Highly Effective 20-18 | | |
| 20 | H | 97.00 – 100.00 |
| 19 | H | 92.50 – 96.99 |
| 18 | H | 85.00 – 92.49 |
| Effective 17-9 | | |
| 17 | E | 84.00 – 84.99 |
| 16 | E | 81.63 – 83.99 |
| 15 | E | 79.25 – 81.62 |
| 14 | E | 76.88 - 79.24 |
| 13 | E | 74.50 – 76.87 |
| 12 | E | 72.13 – 74.49 |
| 11 | E | 69.75 – 72.12 |
| 10 | E | 67.38 – 69.74 |
| 9 | E | 65.00 – 67.37 |
| Developing 8-3 | | |
| 8 | D | 64.00 – 64.99 |
| 7 | D | 62.20 – 63.99 |
| 6 | D | 60.40 – 62.19 |
| 5 | D | 58.60 – 60.39 |
| 4 | D | 56.80 – 58.59 |
| 3 | D | 55.00 – 56.79 |
| Ineffective 2-0 | | |
| 2 | I | 54.00 – 54.99 |
| 1 | I | 27.00 – 53.99 |

| | | |
|---|---|--------------|
| 0 | I | 0.00 – 26.99 |
|---|---|--------------|

Scoring Band – Locally-Selected Measure (based on 15 points) with State-Provided Value Added Measure (based on 25 points):

| Points for Locally Selected Measure | HEDI Rating | % of Students Meeting Target |
|-------------------------------------|-------------|------------------------------|
| Highly Effective 15-14 | | |
| 15 | H | 94.00 – 100.00 |
| 14 | H | 85.00 – 93.99 |
| Effective 13-8 | | |
| 13 | E | 84.00 – 84.99 |
| 12 | E | 80.20 – 83.99 |
| 11 | E | 76.40 – 80.19 |
| 10 | E | 72.60 – 76.39 |
| 9 | E | 68.80 – 72.59 |
| 8 | E | 65.00 – 68.79 |
| Developing 7-3 | | |
| 7 | D | 64.00 – 64.99 |
| 6 | D | 61.75 – 63.99 |
| 5 | D | 59.50 – 61.74 |
| 4 | D | 57.25 – 59.49 |
| 3 | D | 55.00 – 57.24 |
| Ineffective 2-0 | | |
| 2 | I | 54.00 – 54.99 |
| 1 | I | 27.00 – 53.99 |
| 0 | I | 0.00 – 26.99 |

**Exhibit H
 LOCALLY SELECTED MEASURE – DATA COLLECTION**

| Target: _____% of students will meet or exceed their individual target on the final assessment, demonstrating their improvement on _____ INSERT _____ | | HISTORICAL DATA (Will differ by content area or grade level, if any) | | PRE-ASSESSMENT | INDIVIDUAL TARGET | POST-ASSESSMENT | RESULTS |
|---|--------------|--|--|-----------------------|--------------------------|------------------------|--|
| CLASS/COURSE NAME: | | <i>Insert description of assessments below:</i> | | | | | <i>AVG: (insert % that met target)</i> |
| Student Name | Class | | | | | | Met Target (Yes/No) |
| Student 1 | | | | | | | |
| Student 2 | | | | | | | |
| Student 3 | | | | | | | |
| Student 4 | | | | | | | |
| Student 5 | | | | | | | |
| Student 6 | | | | | | | |
| Student 7 | | | | | | | |
| Student 8 | | | | | | | |
| Student 9 | | | | | | | |
| Student 10 | | | | | | | |

LOCALLY-SELECTED MEASURE OF STUDENT ACHIEVEMENT (20/15 points):

Locally-Selected Measures of Student Achievement will only impact teachers under this Agreement, and will not impact Other Certified Staff as noted above.

The locally-selected measure will be based on a growth score to be computed and based on a measure of student performance over time on the SED third-party approved assessment, STAR assessment for K-12 ELA. All K-12 students will take a baseline assessment during September, and individual growth targets will be established for each student on a teacher’s caseload. All teachers will infuse literacy and comprehension strategies into the instruction of their content area to assist students in accessing informational text. A HEDI rating on the locally-selected measure will be established based on the percentage of students on the teacher’s caseload that met the established individual target, as evidenced by the post-assessment to occur prior to June 1. See **Exhibit H** for “*Locally-Selected Measure – Data Collection Tool.*”

Scoring Band – Locally-Selected Measure (based on 20 points) with State-Provided Growth Measures or Other Comparable Measures (based on 20 points):

| Points for Locally Selected Measure | HEDI Rating | % of Students Meeting Target |
|--|--------------------|-------------------------------------|
| Highly Effective 20-18 | | |
| 20 | H | 97.00 – 100.00 |
| 19 | H | 92.50 – 96.99 |
| 18 | H | 85.00 – 92.49 |
| Effective 17-9 | | |
| 17 | E | 84.00 – 84.99 |
| 16 | E | 81.63 – 83.99 |
| 15 | E | 79.25 – 81.62 |
| 14 | E | 76.88 - 79.24 |
| 13 | E | 74.50 – 76.87 |
| 12 | E | 72.13 – 74.49 |
| 11 | E | 69.75 – 72.12 |
| 10 | E | 67.38 – 69.74 |
| 9 | E | 65.00 – 67.37 |
| Developing 8-3 | | |
| 8 | D | 64.00 – 64.99 |
| 7 | D | 62.20 – 63.99 |
| 6 | D | 60.40 – 62.19 |
| 5 | D | 58.60 – 60.39 |
| 4 | D | 56.80 – 58.59 |
| 3 | D | 55.00 – 56.79 |
| Ineffective 2-0 | | |
| 2 | I | 54.00 – 54.99 |
| 1 | I | 27.00 – 53.99 |

| | | |
|---|---|--------------|
| 0 | I | 0.00 – 26.99 |
|---|---|--------------|

Scoring Band – Locally-Selected Measure (based on 15 points) with State-Provided Value Added Measure (based on 25 points):

| Points for Locally Selected Measure | HEDI Rating | % of Students Meeting Target |
|--|--------------------|-------------------------------------|
| Highly Effective 15-14 | | |
| 15 | H | 94.00 – 100.00 |
| 14 | H | 85.00 – 93.99 |
| Effective 13-8 | | |
| 13 | E | 84.00 – 84.99 |
| 12 | E | 80.20 – 83.99 |
| 11 | E | 76.40 – 80.19 |
| 10 | E | 72.60 – 76.39 |
| 9 | E | 68.80 – 72.59 |
| 8 | E | 65.00 – 68.79 |
| Developing 7-3 | | |
| 7 | D | 64.00 – 64.99 |
| 6 | D | 61.75 – 63.99 |
| 5 | D | 59.50 – 61.74 |
| 4 | D | 57.25 – 59.49 |
| 3 | D | 55.00 – 57.24 |
| Ineffective 2-0 | | |
| 2 | I | 54.00 – 54.99 |
| 1 | I | 27.00 – 53.99 |
| 0 | I | 0.00 – 26.99 |

**Exhibit H
 LOCALLY SELECTED MEASURE – DATA COLLECTION**

| Target: _____% of students will meet or exceed their individual target on the final assessment, demonstrating their improvement on _____ INSERT _____ | | HISTORICAL DATA (Will differ by content area or grade level, if any) | | PRE-ASSESSMENT | INDIVIDUAL TARGET | POST-ASSESSMENT | RESULTS |
|---|--------------|--|--|-----------------------|--------------------------|------------------------|--|
| CLASS/COURSE NAME: | | <i>Insert description of assessments below:</i> | | | | | <i>AVG: (insert % that met target)</i> |
| Student Name | Class | | | | | | Met Target (Yes/No) |
| Student 1 | | | | | | | |
| Student 2 | | | | | | | |
| Student 3 | | | | | | | |
| Student 4 | | | | | | | |
| Student 5 | | | | | | | |
| Student 6 | | | | | | | |
| Student 7 | | | | | | | |
| Student 8 | | | | | | | |
| Student 9 | | | | | | | |
| Student 10 | | | | | | | |

TEACHER IMPROVEMENT PROCESS.

Upon rating a teacher as Developing or Ineffective through an annual professional performance review, the District will formulate and commence implementation of a Teacher Improvement Plan (TIP) for that teacher or Other Certified Staff. The TIP must be in place for educators with a Developing or Ineffective rating within ten school days from the opening of classes for students in the school year following the performance year.

Development of Improvement Plans.

1. The Federation President will be advised of the names of Developing or Ineffective unit members no later than the opening day of classes for students.
2. Improvement Plans are intended to assist unit members with professional performance. There may be circumstances outside the formal evaluation process that may warrant the construction and implementation of a TIP and nothing within this document shall, or is intended to, restrict the administration's right to develop and implement a TIP in other appropriate circumstances and times. In such instances, the Federation President will be advised of the name of the unit member for which a TIP will be developed.
3. Improvement plans required by Education Law 3012-c and any implementing regulations, must be implemented with ten (10) school days from the opening of classes for students in the new school year. The initial meeting for such improvement plans shall occur no later than five (5) school days after the start of the new school year.
4. All improvement plans are to be collaboratively developed by the unit member and administrator(s). The unit member may bring a Federation representative or designee to the meeting(s) to assist in the development of the improvement plan.
5. The process for developing an improvement plan should be a helpful, professional conversation, where the parties collaboratively identify possible solutions to concerns and decide upon resources that will assist the unit member.
6. The improvement plan will be drafted by the administrator and submitted to the unit member and the Federation president or designee for their review within three (3) of the initial meeting. Thereafter, the unit member and the administrator (and Federation representative, if requested) will refine and finalize the improvement plan within two (2) school days after receipt of the TIP draft from the administrator.
7. The parties will collaboratively create an improvement plan utilizing the template provided in the APPR attached to the agreement as **Exhibit I**. The improvement plan should include the following:
 - i. Identification of the specific concerns(s) including specific standards-based goals.
 - ii. Evidence of growth/change, as identified by the parties.

- iii. Timeline for accomplishing the growth/change, with benchmarks and checkpoints.
 - iv. Signatures of agreement by the unit member and administrator(s) for the content of the improvement plan.
 - v. Identification of resources and strategies to assist the unit member in the growth/change effort.
8. Improved performance by the unit member is the desired result of an improvement plan.

Exhibit I
WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review
Teacher Improvement Plan

Name: _____

School: _____

Date: _____

Duration of Plan: _____

Date(s) of Follow-up Meeting(s): _____

| Area(s) in Need of Improvement (Aligned with APPR Component, if applicable) | Action Plan (Description of Professional Learning Activities) | Resources to be Provided | Assessment of Improvement |
|---|---|--------------------------|---------------------------|
| | | | |
| | | | |

| To be signed when TIP is initiated: | Follow-up Meeting | Follow-up Meeting | Follow-up Meeting |
|--|--|--|--|
| Teacher: _____ Union Representative: _____ Administrator: _____ Superintendent: _____ | Date: _____ Improvement Noted Circle: YES NO Teacher: _____ Union Rep.: _____ Administrator: _____ | Date: _____ Improvement Noted Circle: YES NO Teacher: _____ Union Rep.: _____ Administrator: _____ | Date: _____ Improvement Noted Circle: YES NO Teacher: _____ Union Rep.: _____ Administrator: _____ |

Satisfactory Completion

Continuation of Plan

Teacher: _____

Union Representative: _____

Administrator: _____

(Please initial)

STUDENT GROWTH ON STATE ASSESSMENTS/GROWTH USING COMPARABLE MEASURE (20 points):

Student Growth on State Assessments or Growth Using Comparable Measures will only impact Principals under this Agreement, and will not impact Other Administrative Staff as noted above.

There are two Principals in the District, each with 30-100% of students covered by State-provided growth measures. Therefore, Principals will receive a growth score from the State Education Department for the full Growth component score of their evaluation.

In the event that a Principal has less than 30% of students covered by State-provided growth measures, the following protocols will apply.

District Decisions – Student Learning Objectives:

1. Assess and identify district priorities and academic needs.
 - District priorities and academic needs will be established by Superintendent in collaboration with principals, based on data from prior school year.
 - October 1
2. Identify who will have State-provided growth measures and who must have SLOs as “comparable growth measures.”
 - See attached **Exhibit D**, “*District-Wide Teacher/Principal Evaluation Process.*”
 - Class rosters will be reviewed to identify the number of SLOs to be created per Teacher.
 - Principal SLOs will be based on school-wide student growth results on State assessments for ELA and Mathematics.
 - Additional SLOs will be created until at 30% of students in the Principal’s school are covered.
 - SLOs will be set with the grade(s) and course(s) that have the largest number of students until 30% of students in the Principal’s school are covered.
3. Determine district rules for how specific SLOs will get set.
 - Teachers of all content areas will utilize BOCES developed assessments for pre-and/or post-assessments where a New York State assessment is not in existence.
 - All Principals will review pre-assessment data and establish individual student target scores based on pre-assessment scores, representative of appropriate student growth.
4. Establish expectations for scoring SLOs and for determining Principal ratings for the growth component.
 - District will determine and communicate expectations for student learning growth relative to baseline scores and will specify how Principals will be awarded HEDI ratings and earn from 0-20 points based on the results obtained, consistent with State Regulations and guidance. See **Exhibit E**, “*Student Learning Objectives,*” and **Exhibit F**, “*SLO Data Collection.*”

5. Determine district-wide processes for setting, reviewing, and assessing SLOs in schools
- Conference Day will be scheduled in August for review of data from prior year to determine whether instructional improvement in greatest areas of need occurred.
 - Pre-assessments will be administered in September.
 - Conference Day will be scheduled the first week of October for review of data from pre-assessment to identify greatest areas of need for development of SLOs.
 - Superintendent will work collaboratively with Principals to establish targets for SLOs aligned with District priorities and academic needs. SLOs will be established no later than October 15.
 - SLO workshop will be delivered to Principals to support SLO creation process.
 - SLO Rubric designed by Monroe #2 BOCES will be utilized by Principals in creation of SLOs.
 - Superintendent will meet individually with Principals to establish targets and complete SLOs.
 - Superintendent will review SLOs with Principals to ensure alignment with District priorities and academic needs, and adjustments will be made if needed (no later than October 30).
 - Structures will be created to ensure that assessments are secure.
 - Scoring of SLO assessment will be supervised by the District’s Data Manager and will comply with District scoring protocols, ensuring that assessments are not scored by Principals and teachers with vested interests in outcome.

Scoring Band – Growth Using Comparable Measure:

| SLO Points | HEDI Rating | % of Students Meeting SLO Target |
|-------------------------------|--------------------|---|
| Highly Effective 20-18 | | |
| 20 | H | 97.00 – 100.00 |
| 19 | H | 92.50 – 96.99 |
| 18 | H | 85.00 – 92.49 |
| Effective 17-9 | | |
| 17 | E | 84.00 – 84.99 |
| 16 | E | 81.63 – 83.99 |
| 15 | E | 79.25 – 81.62 |
| 14 | E | 76.88 - 79.24 |
| 13 | E | 74.50 – 76.87 |
| 12 | E | 72.13 – 74.49 |
| 11 | E | 69.75 – 72.12 |
| 10 | E | 67.38 – 69.74 |
| 9 | E | 65.00 – 67.37 |
| Developing 8-3 | | |

| SLO Points | HEDI Rating | % of Students Meeting SLO Target |
|------------------------|-------------|----------------------------------|
| 8 | D | 64.00 – 64.99 |
| 7 | D | 62.20 – 63.99 |
| 6 | D | 60.40 – 62.19 |
| 5 | D | 58.60 – 60.39 |
| 4 | D | 56.80 – 58.59 |
| 3 | D | 55.00 – 56.79 |
| Ineffective 2-0 | | |
| 2 | I | 54.00 – 54.99 |
| 1 | I | 27.00 – 53.99 |
| 0 | I | 0.00 – 26.99 |

Calculation of Scores for Principals with Multiple Student Learning Objectives:

| | SLO #1 | SLO #2 | SLO #3 | TOTALS |
|--|--|--|--|--------------------|
| # of students | ___ students | ___ students | ___ students | ___ total students |
| Results of SLO (points) | /20 | /20 | /20 | |
| Weight of each SLO proportionately (students/total students) | ___ students/___ total students = ___% | ___ students/___ total students = ___% | ___ students/___ total students = ___% | |
| Proportional Points (SLO points times %) | ___ points | ___ points | ___ points | ___ total points |

HEDI Score: _____

Highly Effective: 20-18
 Effective: 17-9
 Developing: 8-3
 Ineffective: 2-0

Exhibit D
District-Wide Teacher/Principal Evaluation Process

| Teachers | 60% APPR Rubric | 20% Growth (SLO or SED Provided) | | 20% Locally Selected |
|-----------------------------|-----------------|-------------------------------------|------------------|-----------------------|
| | | SLO | Pre/Post Test | |
| K-2 ELA | X | SLO | Pre/Post Test | 3 rd Party |
| 3 ELA | X | SLO | Pre/ELA 3 | 3 rd Party |
| 4-8 ELA | X | SED Provided | | 3 rd Party |
| 9 ELA | X | SLO | Pre/Post Test | 3 rd Party |
| 10 ELA | X | SLO | Pre/Post Test | 3 rd Party |
| 11 ELA | X | SLO | Pre/Regents | 3 rd Party |
| 12 ELA | X | SLO | Pre/Post Test | 3 rd Party |
| K-2 Math | X | SLO | Pre/Post Test | 3 rd Party |
| 3 Math | X | SLO | Pre/Math 3 | 3 rd Party |
| 4-8 Math | X | SED Provided | | 3 rd Party |
| Integrated Algebra | X | SLO | Pre/Regents | 3 rd Party |
| Geometry | X | SLO | Pre/Regents | 3 rd Party |
| Algebra 2/Trig | X | SLO | Pre/Regents | 3 rd Party |
| 6-7 Science | X | SLO | Pre/Post Test | 3 rd Party |
| 4, 8 Science | X | SLO | Pre/Science 4, 8 | 3 rd Party |
| Living Environment | X | SLO | Pre/Regents | 3 rd Party |
| Chemistry | X | SLO | Pre/Regents | 3 rd Party |
| Earth Science | X | SLO | Pre/Regents | 3 rd Party |
| Physics | X | SLO | Pre/Regents | 3 rd Party |
| 6-8 Social Studies | X | SLO | Pre/Post Test | 3 rd Party |
| 9 Global | X | SLO | Pre/Post Test | 3 rd Party |
| 10 Global | X | SLO | Pre/Regents | 3 rd Party |
| US History | X | SLO | Pre/Regents | 3 rd Party |
| Economics | X | SLO | Pre/Post Test | 3 rd Party |
| PIG | X | SLO | Pre/Post Test | 3 rd Party |
| Business | X | SLO | Pre/Post Test | 3 rd Party |
| Technology | X | SLO | Pre/Post Test | 3 rd Party |
| Art | X | SLO | Pre/Post Test | 3 rd Party |
| Music | X | SLO | Pre/Post Test | 3 rd Party |
| Health | X | SLO | Pre/Post Test | 3 rd Party |
| Physical Education | X | SLO | Pre/Post Test | 3 rd Party |
| Family and Consumer Science | X | SLO | Pre/Post Test | 3 rd Party |
| Library | X | SLO | Pre/Post Test | 3 rd Party |
| LOTE | X | SLO | Pre/Post Test | 3 rd Party |
| Special Education | X | SLO | Pre/Post Test | 3 rd Party |

Exhibit E
STUDENT LEARNING OBJECTIVES

| | | | | | | | | | | | | | | | | | | | | | |
|---|--|--------|---------|------------------|--------|--------|--------|--------|--------|--------|--------|--------|-------------------|--------|--------|--------|--------|--------------------|----|--------|-------|
| Population | | | | | | | | | | | | | | | | | | | | | |
| Learning Content | | | | | | | | | | | | | | | | | | | | | |
| Interval | 2012-2013 School Year | | | | | | | | | | | | | | | | | | | | |
| Evidence (Available Assessment Data) | | | | | | | | | | | | | | | | | | | | | |
| Baseline (Pre-Assessment Data) | | | | | | | | | | | | | | | | | | | | | |
| Target(s) | <p>_____ % of students will meet or exceed their individual target on the final assessment, demonstrating their improvement on _____.</p> <p style="text-align: center;">Pre-Assessment Score Target Score</p> | | | | | | | | | | | | | | | | | | | | |
| HEDI Scoring* | <ul style="list-style-type: none"> • Highly Effective = 85% of students or more will meet or exceed their target goal on the summative assessment. • Effective = 65-84% of students will meet or exceed their target goal on the summative assessment. • Developing = 55-64% of students will meet or exceed their target goal on the summative assessment. • Ineffective = 54% or fewer students will meet or exceed their target goal on the summative assessment. | | | | | | | | | | | | | | | | | | | | |
| | Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
| | 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| | 97-100% | 96-92% | 91%-85% | 84% | 83-81% | 80-79% | 78-76% | 75-74% | 73-72% | 71-69% | 68-67% | 66-65% | 64% | 63-62% | 61-60% | 59-58% | 57-56% | 55% | 54 | 53-27% | 0-26% |
| Rationale | | | | | | | | | | | | | | | | | | | | | |

*Noted percentages are in whole numbers. See **Scoring Band – Growth Using Comparable Measure** above for percentages calculated to hundredths of a percent.

Exhibit F
STUDENT LEARNING OBJECTIVES (SLO) – DATA COLLECTION

| Target: _____% of students will meet or exceed their individual target on the final assessment, demonstrating their improvement on _____ INSERT _____ | | HISTORICAL DATA (Will differ by content area or grade level, if any) | PRE-ASSESSMENT | INDIVIDUAL TARGET | POST-ASSESSMENT | RESULTS |
|---|--------------|--|-----------------------|--------------------------|------------------------|----------------------------|
| CLASS/COURSE NAME: | | | | | | |
| Student Name | Class | | | | | Met Target (Yes/No) |
| Student 1 | | | | | | |
| Student 2 | | | | | | |
| Student 3 | | | | | | |
| Student 4 | | | | | | |
| Student 5 | | | | | | |
| Student 6 | | | | | | |
| Student 7 | | | | | | |
| Student 8 | | | | | | |
| Student 9 | | | | | | |
| Student 10 | | | | | | |

LOCALLY-SELECTED MEASURE OF STUDENT ACHIEVEMENT (20/15 points):

Locally-Selected Measures of Student Achievement will only impact Principals under this Agreement, and will not impact Other Administrative Staff as noted above.

The locally-selected measure will be based on a growth score to be computed and based on a measure of student performance over time on the SED third-party approved assessment, STAR assessment for K-12 ELA. All K-12 students will take a baseline assessment during September, and individual growth targets will be established for each student in a Principal’s school. All Principals will support teachers in the infusion of literacy and comprehension strategies into the instruction of their content area to assist students in accessing informational text. A HEDI rating on the locally-selected measure will be established based on the percentage of students in the Principal’s school that met the established individual target, as evidenced by the post-assessment to occur prior to June 1. See **Exhibit G** for “*Locally-Selected Measure – Data Collection Tool.*”

Scoring Band – Locally-Selected Measure (based on 20 points) with State-Provided Growth Measures or Other Comparable Measures (based on 20 points):

| Points for Locally Selected Measure | HEDI Rating | % of Students Meeting Target |
|--|--------------------|-------------------------------------|
| Highly Effective 20-18 | | |
| 20 | H | 97.00 – 100.00 |
| 19 | H | 92.50 – 96.99 |
| 18 | H | 85.00 – 92.49 |
| Effective 17-9 | | |
| 17 | E | 84.00 – 84.99 |
| 16 | E | 81.63 – 83.99 |
| 15 | E | 79.25 – 81.62 |
| 14 | E | 76.88 - 79.24 |
| 13 | E | 74.50 – 76.87 |
| 12 | E | 72.13 – 74.49 |
| 11 | E | 69.75 – 72.12 |
| 10 | E | 67.38 – 69.74 |
| 9 | E | 65.00 – 67.37 |
| Developing 8-3 | | |
| 8 | D | 64.00 – 64.99 |
| 7 | D | 62.20 – 63.99 |
| 6 | D | 60.40 – 62.19 |
| 5 | D | 58.60 – 60.39 |
| 4 | D | 56.80 – 58.59 |
| 3 | D | 55.00 – 56.79 |
| Ineffective 2-0 | | |
| 2 | I | 54.00 – 54.99 |
| 1 | I | 27.00 – 53.99 |

| | | |
|---|---|--------------|
| 0 | I | 0.00 – 26.99 |
|---|---|--------------|

Scoring Band – Locally-Selected Measure (based on 15 points) with State-Provided Value Added Measure (based on 25 points):

| Points for Locally Selected Measure | HEDI Rating | % of Students Meeting Target |
|-------------------------------------|-------------|------------------------------|
| Highly Effective 15-14 | | |
| 15 | H | 92.50 – 100.00 |
| 14 | H | 85.00 – 92.49 |
| Effective 13-8 | | |
| 13 | E | 84.00 – 84.99 |
| 12 | E | 80.20 – 83.99 |
| 11 | E | 76.40 – 80.19 |
| 10 | E | 72.60 – 76.39 |
| 9 | E | 68.80 – 72.59 |
| 8 | E | 65.00 – 68.79 |
| Developing 7-3 | | |
| 7 | D | 64.00 – 64.99 |
| 6 | D | 61.75 – 63.99 |
| 5 | D | 59.50 – 61.74 |
| 4 | D | 57.25 – 59.49 |
| 3 | D | 55.00 – 57.24 |
| Ineffective 2-0 | | |
| 2 | I | 54.00 – 54.99 |
| 1 | I | 27.00 – 53.99 |
| 0 | I | 0.00 – 26.99 |

**Exhibit G
 LOCALLY SELECTED MEASURE – DATA COLLECTION**

| Target: _____% of students will meet or exceed their individual target on the final assessment, demonstrating their improvement on _____ INSERT _____ | | HISTORICAL DATA (Will differ by content area or grade level, if any) | | PRE-ASSESSMENT | INDIVIDUAL TARGET | POST-ASSESSMENT | RESULTS |
|---|--------------|--|--|-----------------------|--------------------------|------------------------|--|
| CLASS/COURSE NAME: | | <i>Insert description of assessments below:</i> | | | | | <i>AVG: (insert % that met target)</i> |
| Student Name | Class | | | | | | Met Target (Yes/No) |
| Student 1 | | | | | | | |
| Student 2 | | | | | | | |
| Student 3 | | | | | | | |
| Student 4 | | | | | | | |
| Student 5 | | | | | | | |
| Student 6 | | | | | | | |
| Student 7 | | | | | | | |
| Student 8 | | | | | | | |
| Student 9 | | | | | | | |
| Student 10 | | | | | | | |

LOCALLY-SELECTED MEASURE OF STUDENT ACHIEVEMENT (20/15 points):

Locally-Selected Measures of Student Achievement will only impact Principals under this Agreement, and will not impact Other Administrative Staff as noted above.

The locally-selected measure will be based on a growth score to be computed and based on a measure of student performance over time on the SED third-party approved assessment, STAR assessment for K-12 ELA. All K-12 students will take a baseline assessment during September, and individual growth targets will be established for each student in a Principal’s school. All Principals will support teachers in the infusion of literacy and comprehension strategies into the instruction of their content area to assist students in accessing informational text. A HEDI rating on the locally-selected measure will be established based on the percentage of students in the Principal’s school that met the established individual target, as evidenced by the post-assessment to occur prior to June 1. See **Exhibit G** for “*Locally-Selected Measure – Data Collection Tool.*”

Scoring Band – Locally-Selected Measure (based on 20 points) with State-Provided Growth Measures or Other Comparable Measures (based on 20 points):

| Points for Locally Selected Measure | HEDI Rating | % of Students Meeting Target |
|--|--------------------|-------------------------------------|
| Highly Effective 20-18 | | |
| 20 | H | 97.00 – 100.00 |
| 19 | H | 92.50 – 96.99 |
| 18 | H | 85.00 – 92.49 |
| Effective 17-9 | | |
| 17 | E | 84.00 – 84.99 |
| 16 | E | 81.63 – 83.99 |
| 15 | E | 79.25 – 81.62 |
| 14 | E | 76.88 - 79.24 |
| 13 | E | 74.50 – 76.87 |
| 12 | E | 72.13 – 74.49 |
| 11 | E | 69.75 – 72.12 |
| 10 | E | 67.38 – 69.74 |
| 9 | E | 65.00 – 67.37 |
| Developing 8-3 | | |
| 8 | D | 64.00 – 64.99 |
| 7 | D | 62.20 – 63.99 |
| 6 | D | 60.40 – 62.19 |
| 5 | D | 58.60 – 60.39 |
| 4 | D | 56.80 – 58.59 |
| 3 | D | 55.00 – 56.79 |
| Ineffective 2-0 | | |
| 2 | I | 54.00 – 54.99 |
| 1 | I | 27.00 – 53.99 |

| | | |
|---|---|--------------|
| 0 | I | 0.00 – 26.99 |
|---|---|--------------|

Scoring Band – Locally-Selected Measure (based on 15 points) with State-Provided Value Added Measure (based on 25 points):

| Points for Locally Selected Measure | HEDI Rating | % of Students Meeting Target |
|-------------------------------------|-------------|------------------------------|
| Highly Effective 15-14 | | |
| 15 | H | 92.50 – 100.00 |
| 14 | H | 85.00 – 92.49 |
| Effective 13-8 | | |
| 13 | E | 84.00 – 84.99 |
| 12 | E | 80.20 – 83.99 |
| 11 | E | 76.40 – 80.19 |
| 10 | E | 72.60 – 76.39 |
| 9 | E | 68.80 – 72.59 |
| 8 | E | 65.00 – 68.79 |
| Developing 7-3 | | |
| 7 | D | 64.00 – 64.99 |
| 6 | D | 61.75 – 63.99 |
| 5 | D | 59.50 – 61.74 |
| 4 | D | 57.25 – 59.49 |
| 3 | D | 55.00 – 57.24 |
| Ineffective 2-0 | | |
| 2 | I | 54.00 – 54.99 |
| 1 | I | 27.00 – 53.99 |
| 0 | I | 0.00 – 26.99 |

**Exhibit G
LOCALLY SELECTED MEASURE – DATA COLLECTION**

| Target: _____% of students will meet or exceed their individual target on the final assessment, demonstrating their improvement on _____ INSERT _____ | | HISTORICAL DATA (Will differ by content area or grade level, if any) | | PRE-ASSESSMENT | INDIVIDUAL TARGET | POST-ASSESSMENT | RESULTS |
|---|--------------|--|--|-----------------------|--------------------------|------------------------|--|
| CLASS/COURSE NAME: | | <i>Insert description of assessments below:</i> | | | | | <i>AVG: (insert % that met target)</i> |
| Student Name | Class | | | | | | Met Target (Yes/No) |
| Student 1 | | | | | | | |
| Student 2 | | | | | | | |
| Student 3 | | | | | | | |
| Student 4 | | | | | | | |
| Student 5 | | | | | | | |
| Student 6 | | | | | | | |
| Student 7 | | | | | | | |
| Student 8 | | | | | | | |
| Student 9 | | | | | | | |
| Student 10 | | | | | | | |

OTHER MEASURES OF EFFECTIVENESS (60 points):

Rubric: Multidimensional Principal Performance Rubric

- 60 points shall be based on a broad assessment of principal leadership and management actions, incorporating two observations, one of which will be unannounced.
- Evidence will be gathered from all components of Domains 1 through 6 through observation and structured review of evidence collected by principal.

Definitions:

Unannounced observation:

- Observation without prior notice and post-observation conference
- Opportunity for one refusal that will be documented

Formal observation:

- Observation with prior notice; Formal observation shall consist of pre-observation conference, observation, and post-observation conference

Video as an option (not required):

- Principal will video observation; Video observation will consist of Principal created video, video submission conference (meeting to discuss the video prior to the Principal viewing), and post-observation conference

Walkthroughs:

- Brief announced or unannounced observation of principal's leadership and management actions to gather evidence of proficiency in APPR components

Pre-observation and post-observation forms attached as **Exhibit A** will be utilized to guide the discussion between the Superintendent and Principal of the collected evidence.

Protocols:

Observations for Tenured or Probationary Staff:

- Two observations
 - One unannounced observation
 - One formal observation; could substitute this observation through video
- Minimum of one walkthrough

Length of Formal and Unannounced observations:

- Not to exceed 60 minutes.

Scheduling:

- One formal or unannounced observation per semester.
- Written observation reports will be written and provided to Principal within ten school days after observation (see format attached as **Exhibit B**).

Scoring of rubric:

- In situations where more than one rubric score is noted through formal and informal observations, the final rubric score for each component will be the last component rating earned during school year.

Structured Review:

A structured review in the form of a midyear review of other evidence will occur between January 1 and 15 with Superintendent.

Allocation of Points:

Principals will earn a rubric score of four, three, two, or one based on evidence collected and the alignment of the evidence with the Multidimensional rubric. Depending on the nature of the evidence, it is possible for Principals to earn half step scores. In other words, if evidence supports part of the “level three” rubric language and part of the “level four” rubric language, Principals are able to earn a score of 3.5. The scores are defined as follows:

- Four = Highly Effective
- Three = Effective
- Two = Developing
- One = Ineffective

Principal scores will be collected on the attached form throughout each school year. The highest score in each component will be recorded as part of the year-end evaluation (see format attached as **Exhibit C**). Principal will meet with Superintendent between May 1 and 15, to review evidence collected to support proficiency in the components of the Multidimensional rubric. Superintendent will provide Principal with a written year-end evaluation no later than June 15.

| Domain 1: Shared Vision of Learning | | Domain 2: School Culture and Instructional Program | |
|--|---------------|---|---------------|
| | Rubric Scores | | Rubric Scores |
| 1a. – Culture | | 2a. Culture | |
| 1b – Sustainability | | 2b. Instructional Program | |
| | | 2c. Capacity Building | |
| | | 2d. Sustainability | |
| | | 2e. Strategic Planning Process | |

| | | | |
|--|----|--|----|
| Domain 1 Rubric Scores | /2 | Domain 2 Rubric Scores | /5 |
| Domain 1 Average | | Domain 2 Average | |
| Domain 3: Safe, Efficient, Effective Learning Environment | | Domain 4: Community | |
| 3a. Capacity Building | | 4a. Strategic Planning Process: Inquiry | |
| 3b. Culture | | 4b. Culture | |
| 3c. Sustainability | | 4c. Sustainability | |
| 3d. Instructional Program | | | |
| Domain 3 Rubric Scores | /4 | Domain 4 Rubric Scores | /3 |
| Domain 3 Average | | Domain 4 Average | |
| Domain 5: Integrity, Fairness, Ethics | | Domain 6: Political, Social, Economic, Legal and Cultural Context | |
| 5a. Sustainability | | 6a. Sustainability | |
| 5b. Culture | | 6b. Culture | |
| Domain 4 Rubric Scores | /2 | Domain 3 Rubric Scores | /2 |
| Domain 4 Average | | Domain 3 Average | |

| Domains | Average (from above) |
|--|-----------------------------|
| 1. Shred Vision of Learning | |
| 2. School Culture and Instructional Program | |
| 3. Safe, Efficient, Effective Learning Environment | |
| 4. Community | |
| 5. Integrity, Fairness, Ethics | |
| 6. Political, Social, Economic, Legal and Cultural Context | |
| Subtotal | |
| Divide by the number of Domains (divided by 6) | |
| FINAL RUBRIC SCORE | |

The Overall Rubric Average will be converted to a value on a 60-point scale as well as a HEDI rating using the following conversion chart:

| Overall Rubric Average | HEDI | 60-0 Point Distribution by Rating Category |
|-------------------------------|-------------|---|
| Highly Effective 60-59 | | |
| 4.000 | H | 60.00 |

| Overall Rubric Average | HEDI | 60-0 Point Distribution by Rating Category |
|-------------------------------|-------------|---|
| 3.900 – 3.999 | H | 59.80 |
| 3.800 – 3.899 | H | 59.60 |
| 3.700 – 3.799 | H | 59.40 |
| 3.600 – 3.699 | H | 59.20 |
| 3.500 – 3.599 | H | 59.00 |
| Effective 58-57 | | |
| 3.400 – 3.499 | E | 58.00 |
| 3.300 – 3.399 | E | 57.89 |
| 3.200 – 3.299 | E | 57.78 |
| 3.100 – 3.199 | E | 57.67 |
| 3.000 – 3.099 | E | 57.56 |
| 2.900 – 2.999 | E | 57.44 |
| 2.800 – 2.899 | E | 57.33 |
| 2.700 – 2.799 | E | 57.22 |
| 2.600 – 2.699 | E | 57.11 |
| 2.500 – 2.599 | E | 57.00 |
| Developing 56-50 | | |
| 2.400 – 2.499 | D | 56.00 |
| 2.300 – 2.399 | D | 55.33 |
| 2.200 – 2.299 | D | 54.67 |
| 2.100 – 2.199 | D | 54.00 |
| 2.000 – 2.099 | D | 53.33 |
| 1.900 – 1.999 | D | 52.67 |
| 1.800 – 1.899 | D | 52.00 |
| 1.700 – 1.799 | D | 51.33 |
| 1.600 – 1.699 | D | 50.67 |
| 1.500 – 1.599 | D | 50.00 |
| Ineffective 49-0 | | |
| 1.400 – 1.499 | I | 49.00 |
| 1.392 – 1.399 | I | 48.00 |
| 1.384 – 1.391 | I | 47.00 |
| 1.376 – 1.383 | I | 46.00 |
| 1.367 – 1.375 | I | 45.00 |
| 1.359 – 1.366 | I | 44.00 |
| 1.351 – 1.358 | I | 43.00 |
| 1.343 – 1.350 | I | 42.00 |
| 1.335 – 1.342 | I | 41.00 |
| 1.327 – 1.334 | I | 40.00 |

| Overall Rubric Average | HEDI | 60-0 Point Distribution by Rating Category |
|-------------------------------|-------------|---|
| 1.318 – 1.326 | I | 39.00 |
| 1.310 – 1.317 | I | 38.00 |
| 1.302 – 1.309 | I | 37.00 |
| 1.294 – 1.301 | I | 36.00 |
| 1.286 – 1.293 | I | 35.00 |
| 1.278 – 1.285 | I | 34.00 |
| 1.269 – 1.277 | I | 33.00 |
| 1.261 – 1.268 | I | 32.00 |
| 1.253 – 1.260 | I | 31.00 |
| 1.245 – 1.252 | I | 30.00 |
| 1.237 – 1.244 | I | 29.00 |
| 1.229 – 1.236 | I | 28.00 |
| 1.220 – 1.228 | I | 27.00 |
| 1.212 – 1.219 | I | 26.00 |
| 1.204 – 1.211 | I | 25.00 |
| 1.196 – 1.203 | I | 24.00 |
| 1.188 – 1.195 | I | 23.00 |
| 1.180 – 1.187 | I | 22.00 |
| 1.171 – 1.179 | I | 21.00 |
| 1.163 – 1.170 | I | 20.00 |
| 1.155 – 1.162 | I | 19.00 |
| 1.147 – 1.154 | I | 18.00 |
| 1.139 – 1.146 | I | 17.00 |
| 1.131 – 1.138 | I | 16.00 |
| 1.122 – 1.130 | I | 15.00 |
| 1.114 – 1.121 | I | 14.00 |
| 1.106 – 1.113 | I | 13.00 |
| 1.098 – 1.105 | I | 12.00 |
| 1.090 – 1.097 | I | 11.00 |
| 1.082 – 1.089 | I | 10.00 |
| 1.073 – 1.081 | I | 9.00 |
| 1.065 – 1.072 | I | 8.00 |
| 1.057 – 1.064 | I | 7.00 |
| 1.049 – 1.056 | I | 6.00 |
| 1.041 – 1.048 | I | 5.00 |
| 1.033 – 1.040 | I | 4.00 |
| 1.024 – 1.032 | I | 3.00 |
| 1.016 – 1.023 | I | 2.00 |

| Overall Rubric Average | HEDI | 60-0 Point Distribution by Rating Category |
|-------------------------------|-------------|---|
| 1.008 – 1.015 | I | 1.00 |
| 1.000 – 1.007 | I | 0.00 |

Scoring Band – Other Measures of Effectiveness:

| | | |
|--------------------------|---------------|---------------|
| Highly Effective: | 60 through 59 | 4.000 – 3.500 |
| Effective: | 58 through 57 | 3.499 – 2.500 |
| Developing: | 56 through 50 | 2.499 – 1.500 |
| Ineffective: | 49 through 0 | 1.499 – 1.000 |

For a Highly Effective rating, Principals are unable to score “1” or “2” in any category. For an Effective rating, Principals are unable to score “1” in any category.

Other Administrative Staff.

Other Administrative Staff covered by this Agreement for the purposes of annual evaluation are Directors.

Allocation of Points:

Other Administrative Staff will earn a rubric score of four, three, two, or one based on evidence collected and the alignment of the evidence with the Multidimensional rubric. Depending on the nature of the evidence, it is possible for Other Administrative Staff to earn half step scores. In other words, if evidence supports part of the “level three” rubric language and part of the “level four” rubric language, Other Administrative Staff are able to earn a score of 3.5. The scores are defined as follows:

- Four = Highly Effective
- Three = Effective
- Two = Developing
- One = Ineffective

Other Administrative Staff scores will be collected on the attached form throughout each school year. The highest score in each component will be recorded as part of the year-end evaluation. Other Administrative Staff will meet with Superintendent between May 1 and 15, to review evidence collected to support proficiency in the components of the Multidimensional rubric. Superintendent will provide Other Administrative Staff with a written year-end evaluation no later than June 15.

The HEDI rating and 60-point conversion for the Other Administrative Staff will be for District use only, as these scores are not currently required for State Education Department submission.

Exhibit A.1
WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
Pre-Observation Form

Principal _____

Date _____

Grade Level(s) _____

Subject _____

The following points may be discussed during the pre-observation conference depending on the experience.

1. List your leadership and management goals for this experience. What do you want the stakeholders to learn or take away from this experience?

2. Describe your plan. Include strategies, activities, grouping of stakeholders, materials and resources you will use. (Please attach a copy of stakeholder handouts; i.e., guided practice, independent practice, etc.)

3. Describe any modifications you will make to accommodate specific stakeholders.

- 4a. During the experience, how will you monitor progress (formative assessment)?

- 4b. How will you assess/measure progress toward the stated objectives (summative assessment)?

5. Is there anything else, either about your stakeholders or the experience, which you would like an observer to know?

- 6a. Based on this Plan, which standards from the Multidimensional rubric would you like the observer to focus on?

- 6b. What components have you received ratings on this year?

Exhibit A.2
WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
Post-Observation Form

Principal _____ **Date** _____

Grade Level(s) _____ **Subject** _____

The following points will be discussed during the post-observation conference.

1. Compare your expectations for the experience with how it actually went.
2. To what extent were the leadership or managerial goals met?
3. Did you make any modifications to your plan during the experience?
4. Describe any changes you would make if you were to deliver this experience again to the same group of stakeholders.
5. What can the observer do to support your professional growth?

Exhibit B
WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
Observation Summary

Principal _____ Date of Observation _____

School _____

Observer Name _____

Principal's Status: Probationary Year: _____ Tenured: _____

Brief Narrative (Objective of the experience, etc.):

Please indicate below the standards on which the observation is based.

| Domain 1: Shared Vision of Learning | | Domain 2: School Culture and Instructional Program | |
|--|----------------------------|--|----------------------------|
| | Rubric Scores and Evidence | | Rubric Scores and Evidence |
| 1a. – Culture | | 2a. Culture | |
| 1b – Sustainability | | 2b. Instructional Program | |
| | | 2c. Capacity Building | |
| | | 2d. Sustainability | |
| | | 2e. Strategic Planning Process | |
| Domain 3: Safe, Efficient, Effective Learning Environment | | Domain 4: Community | |
| 3a. Capacity Building | | 4a. Strategic Planning Process: Inquiry | |
| 3b. Culture | | 4b. Culture | |
| 3c. Sustainability | | 4c. Sustainability | |
| 3d. Instructional Program | | | |
| Domain 5: Integrity, Fairness, Ethics | | Domain 6: Political, Social, Economic, Legal and Cultural Context | |
| 5a. Sustainability | | 6a. Sustainability | |
| 5b. Culture | | 6b. Culture | |

Areas of Strength:

Areas for Further Development:

Principal's signature indicates only that the Principal has read this report.

Principal's Signature* _____ **Date** _____

Principal's Signature* _____ **Date** _____

*Electronic signature permissible.

Exhibit C

Wheatland-Chili Central School District
Administrator's Performance Review

Name: _____

Date: _____



2012-2013

Appendix I

WCCSD Administrative Performance Standards and Criteria

PART I – JOB RESPONSIBILITIES

DOMAIN #1: An administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision of Learning)

The administrator

- a. Uses appropriate data to set priorities and establish high, concrete goals in the context of improving student achievement.
- b. Considers new and more effective ways of doing things based on research and/or best-known practices.
- c. Articulates and promotes high expectations for teaching and student learning.
- d. Aligns the educational programs, plans, and actions to the district’s vision and goals for student learning.
- e. Acts as a driving force behind major initiatives.

Evidence:

Reflection:

| Domain 1: Shared Vision of Learning | |
|--|---------------|
| | Rubric Scores |
| 1a. – Culture | |
| 1b – Sustainability | |
| | |
| | |
| | |
| Domain 1 Rubric Scores | /2 |
| Domain 1 Average | |

DOMAIN #2: An administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. (School Culture and Instructional Program)

The administrator

- a. Provides leadership for assessing, developing, and improving school environment and culture.
- b. Systematically and fairly recognizes and celebrates accomplishments of teachers, staff, and students.
- c. Provides leadership, encouragement, opportunities, and structure for staff to continually design more effective teaching and learning experiences for all students.
- d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- e. Evaluates staff and provides ongoing coaching for improvement.
- f. Ensures that staff has necessary professional development opportunities that directly enhance their performance and improve student learning.
- g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- h. Promotes collaboration with all stakeholders.
- i. Is easily accessible and approachable to students, staff and community.
- j. Is highly visible and engaged in the school.
- k. Articulates the desired school culture and shows evidence about how it is reinforced.

Evidence:

Reflection:

| Domain 2: School Culture and Instructional Program | |
|---|---------------|
| | Rubric Scores |
| 2a. Culture | |
| 2b. Instructional Program | |
| 2c. Capacity Building | |
| 2d. Sustainability | |
| 2e. Strategic Planning Process | |
| Domain 2 Rubric Scores | /5 |
| Domain 2 Average | |

DOMAIN #3: An administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (Safe, Efficient, Effective Learning Environment)

The administrator

- a. Complies with state and federal mandates and local board policies.
- b. Interviews and recommends teachers and staff to support quality instruction.
- c. Protects instructional time from unnecessary distractions and interruptions.
- d. Addresses current potential problems in a timely manner.
- e. Manages fiscal and physical resources of the school responsibly, efficiently, and effectively.
- f. Designs and manages operational procedures to maximize opportunities for successful learning.
- g. Communicates effectively with both internal and external audiences about the operations of the school.

Evidence:

Reflection:

| Domain 3: Safe, Efficient, Effective Learning Environment | |
|--|----|
| 3a. Capacity Building | |
| 3b. Culture | |
| 3c. Sustainability | |
| 3d. Instructional Program | |
| Domain 3 Rubric Scores | /4 |
| Domain 3 Average | |

DOMAIN #4: An administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Community)

The administrator

- a. Engages family and community by enhancing shared responsibility for student learning and support of the school.
- b. Promotes and supports a governance structure for family and community involvement in the school.
- c. Facilitates the connections of students and families to the health and social services that are needed to stay focused on learning.
- d. Establishes with staff a school culture that welcomes and honors parents and seeks ways to engage them in their children’s learning.

Evidence:

Reflection:

| Domain 4: Community | |
|--|----|
| 4a. Strategic Planning Process: Inquiry | |
| 4b. Culture | |
| 4c. Sustainability | |
| | |
| Domain 4 Rubric Scores | /3 |
| Domain 4 Average | |

DOMAIN #5: An administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (Integrity, Fairness, Ethics)

The administrator

- a. Demonstrates ethical and professional behavior.
- b. Adopts values, beliefs, and attitudes that inspire others to higher levels of performance.
- c. Maintains caring relationships with teachers and staff.
- d. Demonstrates appreciation for and sensitivity to diversity in the school community.
- e. Adapts leadership behavior to the needs of the current situation.
- f. Is respectful of divergent opinions.

Evidence:

Reflection:

| Domain 5: Integrity, Fairness, Ethics | |
|--|----|
| 5a. Sustainability | |
| 5b. Culture | |
| Domain 5 Rubric Scores | /2 |
| Domain 5 Average | |

DOMAIN #6: An administrator is an educational leader who promotes the success of all students by understanding the profile of the community and responding to and influencing the larger political, social, economic, legal, and cultural context. (Political, Social, Economic, Legal, and Cultural Context)

The administrator

- a. Collaborates with service providers and other decision-makers to improve teaching and learning.
- b. Advocates for the welfare of all members of the learning community.
- c. Respects the varied dynamics of decision-making and designs appropriate strategies to reach desired goals.

Evidence:

Reflection:

| Domain 6: Political, Social, Economic, Legal and Cultural Context | |
|--|----|
| 6a. Sustainability | |
| 6b. Culture | |
| Domain 6 Rubric Scores | /2 |
| Domain 6 Average | |

PART II – OVERALL SUMMARY

| Domains | Average (from above) |
|--|-------------------------------------|
| 1. Shared Vision of Learning | |
| 2. School Culture and Instructional Program | |
| 3. Safe, Efficient, Effective Learning Environment | |
| 4. Community | |
| 5. Integrity, Fairness, Ethics | |
| 6. Political, Social, Economic, Legal and Cultural Context | |
| Subtotal | |
| Divide by the number of Domains (divided by 6) | |
| FINAL RUBRIC SCORE | |

Rating:

| | | |
|--------------------------|---------------|---------------|
| Highly Effective: | 60 through 59 | 4.000 – 3.500 |
| Effective: | 58 through 57 | 3.499 – 2.500 |
| Developing: | 56 through 50 | 2.499 – 1.500 |
| Ineffective: | 49 through 0 | 1.499 – 1.000 |

For a Highly Effective rating, Principals are unable to score “1” or “2” in any category. For an Effective rating, Principals are unable to score “1” in any category.

HEDI Rating: _____ **Points Conversion (out of 60):** _____

Significant Achievements:

Areas for Growth:

Administrator Comments:

Superintendent Comments:

Recommendation for Continuous Improvement (check one)

- New Job Targets
- Principal Improvement Plan

Evaluation Period: July 1, 2012 – June 30, 2013

Administrator's Signature: _____

Date: _____

Superintendent' Signature: _____

Date: _____

LEADERSHIP GROWTH PLAN

Please identify performance growth goals tied to District and professional goals.

| Professional Goal | Domain # | Action Steps | Timeline | Evidence of Progress Toward Success | Reflection |
|-------------------|----------|--------------|----------|-------------------------------------|------------|
| | | | | | |
| | | | | | |
| | | | | | |

Leadership Growth Plan Reviewed By:

Supervisor Observation and Coaching Sessions:

| | | | |
|-------|------------|-------|------------|
| _____ | Date _____ | _____ | Date _____ |
| _____ | Date _____ | _____ | Date _____ |
| _____ | Date _____ | _____ | Date _____ |
| _____ | Date _____ | _____ | Date _____ |

PRINCIPAL IMPROVEMENT PROCESS.

Upon rating a Principal as Developing or Ineffective through an annual professional performance review, the District will formulate and commence implementation of a Principal Improvement Plan (PIP) for that Principal or Other Administrative Staff. The PIP must be in place for administrators with a Developing or Ineffective rating within ten school days from the opening of classes for students in the school year following the performance year.

Development of Improvement Plans.

1. The Unit President will be advised of the names of Developing or Ineffective unit members no later than the opening day of classes for students.
2. Improvement Plans are intended to assist unit members with professional performance. There may be circumstances outside the formal evaluation process that may warrant the construction and implementation of a PIP and nothing within this document shall, or is intended to, restrict the administration's right to develop and implement a PIP in other appropriate circumstances and times. In such instances, the Unit President will be advised of the name of the unit member for which a PIP will be developed.
3. Improvement plans required by Education Law 3012-c and any implementing regulations, must be implemented with ten (10) school days from the opening of classes for students in the new school year. The initial meeting for such improvement plans shall occur no later than five (5) school days after the start of the new school year.
4. All improvement plans are to be collaboratively developed by the unit member and Principal(s). The unit member may bring a Unit representative or designee to the meeting(s) to assist in the development of the improvement plan.
5. The process for developing an improvement plan should be a helpful, professional conversation, where the parties collaboratively identify possible solutions to concerns and decide upon resources that will assist the unit member.
6. The improvement plan will be drafted by the Superintendent and submitted to the unit member and the Unit president or designee for their review within three (3) of the initial meeting. Thereafter, the unit member and the Principal (and Unit representative, if requested) will refine and finalize the improvement plan within two (2) school days after receipt of the PIP draft from the Principal.
7. The parties will collaboratively create an improvement plan utilizing the template provided in the APPR attached to the agreement as **Exhibit H**. The improvement plan should include the following:
 - i. Identification of the specific concerns(s) including specific standards-based goals.
 - ii. Evidence of growth/change, as identified by the parties.

- iii. Timeline for accomplishing the growth/change, with benchmarks and checkpoints.
 - iv. Signatures of agreement by the unit member and Principal(s) for the content of the improvement plan.
 - v. Identification of resources and strategies to assist the unit member in the growth/change effort.
8. Improved performance by the unit member is the desired result of an improvement plan.

Exhibit H
WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review
Principal Improvement Plan

Name: _____
 _____ Date: _____

School: _____

Duration of Plan: _____

Date(s) of Follow-up Meeting(s): _____

| Area(s) in Need of Improvement (Aligned with APPR Component, if applicable) | Action Plan (Description of Professional Learning Activities) | Resources to be Provided | Assessment of Improvement |
|---|---|--------------------------|---------------------------|
| | | | |
| | | | |

| To be signed when PIP is initiated: | Follow-up Meeting | Follow-up Meeting | Follow-up Meeting |
|--------------------------------------|---|---|---|
| Principal: _____ _____ | Date: _____ Improvement Noted | Date: _____ Improvement Noted | Date: _____ Improvement Noted |
| Union Representative: _____ _____ | Circle: YES NO | Circle: YES NO | Circle: YES NO |
| Superintendent: _____ _____ | Principal: _____ _____ | Principal: _____ _____ | Principal: _____ _____ |
| | Union Rep.: _____ _____ | Union Rep.: _____ _____ | Union Rep.: _____ _____ |
| | Supt.: _____ _____ | Supt.: _____ _____ | Supt.: _____ _____ |

Satisfactory Completion

Continuation of Plan

Principal: _____

Union Representative: _____

Superintendent: _____

(Please initial)

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

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

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

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

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

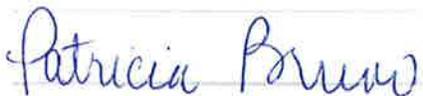
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

Superintendent Signature: Date:

 8/20/12

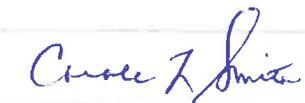
Teachers Union President Signature: Date:

 8/20/12

Administrative Union President Signature: Date:

 8/20/12

Board of Education President Signature: Date:

 8/20/12