



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

Christopher Clouet, Superintendent
White Plains City School District
5 Homeside Lane
White Plains, NY 10605

Dear Superintendent Clouet:

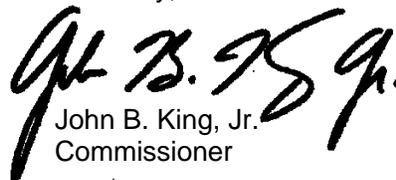
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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: James T. Langlois

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 Sunday, June 24, 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 : 662200010000

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

662200010000

1.2) School District Name: WHITE PLAINS CITY SD

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

WHITE PLAINS CITY SD

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.

This plan is for SIG schools only

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)
 - Performance Improvement Grant
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Sunday, June 24, 2012

Updated Friday, August 17, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

| | ELA | Assessment |
|---|---|------------------------------|
| K | District, regional, or BOCES-developed assessment | WPCSD K ELA Assessment |
| 1 | District, regional, or BOCES-developed assessment | WPCSD Grade 1 ELA Assessment |
| 2 | District, regional, or BOCES-developed assessment | WPCSD Grade 2 ELA Assessment |

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

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

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this | The district has determined that there will be a generic expectation for students meeting their individual growth scores |
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|---|--|
| subcomponent. If needed, you may upload a table or graphic at 2.11, below. | <p>across grades/subject area and set targets as identified below: In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. As you can see from the attached chart, the percentage of students meeting the goal based on the target selected for each subject or grade level population identifies the level of teacher proficiency.</p> |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | For Developing, 45-66% of the students meet stated target. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | For Ineffective, 0-44% of the students meet stated target. |

2.3) Grades K-3 Math

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

| | Math | Assessment |
|---|---|-------------------------------|
| K | District, regional, or BOCES-developed assessment | WPCSD K Math Assessment |
| 1 | District, regional, or BOCES-developed assessment | WPCSD Grade 1 Math Assessment |
| 2 | District, regional, or BOCES-developed assessment | WPCSD Grade 2 Math Assessment |

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

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

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|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | <p>In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. As you can see from the attached chart, the percentage of students meeting the goal based on the target selected for each subject or grade level population identifies the level of teacher proficiency.</p> |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | For Highly Effective, 95-100% of the students meet or surpass stated target. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | For Effective, 67-94% of the students meet stated target. |

| | |
|--|--|
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | For Developing, 45-66% of the students meet stated target. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | For Ineffective, 0-44% of the students meet stated target. |

2.4) Grades 6-8 Science

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

| | Science | Assessment |
|---|--|----------------------------------|
| 6 | District, regional or BOCES-developed assessment | WPCSD Grade 6 Science Assessment |
| 7 | District, regional or BOCES-developed assessment | WPCSD Grade 7 Science Assessment |

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

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

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The district has determined that there will be a generic expectation for students meeting their individual growth or achievement scores across grades/subject area and set targets as identified below: In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. As you can see from the attached chart, the percentage of students meeting the goal based on the target selected for each subject or grade level population identifies the level of teacher proficiency. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | For Highly Effective, 95-100% of the students meet or surpass stated target. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | For Developing, 45-66% of the students meet stated target. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | For Ineffective, 0-44% of the students meet stated target. |

2.5) Grades 6-8 Social Studies

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

| Social Studies | Assessment |
|----------------|------------|
|----------------|------------|

| | | |
|---|--|---|
| 6 | District, regional or BOCES-developed assessment | WPCSD Grade 6 Social Studies Assessment |
| 7 | District, regional or BOCES-developed assessment | WPCSD Grade 7 Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | WPCSD Grade 8 Social Studies Assessment |

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

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The district has determined that there will be a generic expectation for students meeting their individual growth or achievement scores across grades/subject area and set targets as identified below: In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. As you can see from the attached chart, the percentage of students meeting the goal based on the target selected for each subject or grade level population identifies the level of teacher proficiency. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | For Highly Effective, 95-100% of the students meet or surpass stated target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | For Developing, 45-66% of the students meet stated target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | For Ineffective, 0-44% of the students meet stated target. |

2.6) High School Social Studies Regents Courses

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

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

| | | Assessment |
|----------|---|---|
| Global 1 | District, regional, or BOCES-developed assessment | WPCSD Global I Regents aligned assessment |

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and

assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

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| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p> | <p>The district has determined that there will be a generic expectation for students meeting their individual growth or achievement scores across grades/subject area and set targets as identified below: In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. As you can see from the attached chart, the percentage of students meeting the goal based on the target selected for each subject or grade level population identifies the level of teacher proficiency.</p> |
| <p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p> | <p>For Highly Effective, 95-100% of the students meet or surpass stated target.</p> |
| <p>Effective (9 - 17 points) Results meet District goals for similar students.</p> | <p>For Effective, 67-94% of the students meet stated target.</p> |
| <p>Developing (3 - 8 points) Results are below District goals for similar students.</p> | <p>For Developing, 45-66% of the students meet stated target.</p> |
| <p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p> | <p>For Ineffective, 0-44% of the students meet stated target.</p> |

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.

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| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p> | <p>The district has determined that there will be a generic expectation for students meeting their individual growth or achievement scores across grades/subject area and set targets as identified below: In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. As you can see from the attached chart, the percentage of</p> |
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| | students meeting the goal based on the target selected for each subject or grade level population identifies the level of teacher proficiency. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | For Highly Effective, 95-100% of the students meet or surpass stated target. |
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| Developing (3 - 8 points) Results are below District goals for similar students. | For Developing, 45-66% of the students meet stated target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | For Ineffective, 0-44% of the students meet stated target. |

2.8) High School Math Regents Courses

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The district has determined that there will be a generic expectation for students meeting their individual growth or achievement scores across grades/subject area and set targets as identified below: In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. As you can see from the attached chart, the percentage of students meeting the goal based on the target selected for each subject or grade level population identifies the level of teacher proficiency. |
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| Developing (3 - 8 points) Results are below District goals for similar students. | For Developing, 45-66% of the students meet stated target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | For Ineffective, 0-44% of the students meet stated target. |

2.9) High School English Language Arts

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The district has determined that there will be a generic expectation for students meeting their individual growth or achievement scores across grades/subject area and set targets as identified below: In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. As you can see from the attached chart, the percentage of students meeting the goal based on the target selected for each subject or grade level population identifies the level of teacher proficiency. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | For Highly Effective, 95-100% of the students meet or surpass stated target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | For Developing, 45-66% of the students meet stated target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | For Ineffective, 0-44% of the students meet stated target. |

2.10) All Other Courses

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

| Course(s) or Subject(s) | Option | Assessment |
|------------------------------|---------------------------------------|---|
| Music/ Performing Arts | District, Regional or BOCES-developed | WPCSD Developed Assessments Music K-12 for each grade |
| Languages Other than English | District, Regional or BOCES-developed | WPCSD Developed Assessments LOTE 6-12 for each grade |

| | | |
|------------------------------------|---------------------------------------|--|
| Art/Fine Arts | District, Regional or BOCES-developed | WPCSD Developed Assessments Art K-12 for each grade |
| Physical Education | District, Regional or BOCES-developed | WPCSD Developed Assessments Physical Education K-12 for each grade |
| Academic Intervention Services | District, Regional or BOCES-developed | WPCSD Developed Assessments Academic Intervention Services K-12 for each grade |
| English Elective Courses | District, Regional or BOCES-developed | WPCSD Developed Assessments English 9-12 for each grade |
| Non-Regents Math Classes | District, Regional or BOCES-developed | WPCSD Developed Assessments Math 9-12 for each grade |
| Non-Regents Science Classes | District, Regional or BOCES-developed | WPCSD Developed Assessments Science 10-12 for each grade |
| Non-Regents Social Studies Classes | District, Regional or BOCES-developed | WPCSD Developed Assessments Social Studies 6-9. 12 for each grade |
| Family and Consumer Science | District, Regional or BOCES-developed | WPCSD Developed Assessments 6-8 for each grade |
| Technology | District, Regional or BOCES-developed | WPCSD Developed Assessments 6-12 for each grade |
| Business electives | District, Regional or BOCES-developed | WPCSD Developed Assessments 9-12 for each grade |
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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. | The district has determined that there will be a generic expectation for students meeting their individual growth or achievement scores across grades/subject area and set targets as identified below: In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. As you can see from the attached chart, the percentage of students meeting the goal based on the target selected for each subject or grade level population identifies the level of teacher proficiency. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | For Highly Effective, 95-100% of the students meet or surpass stated target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | For Developing, 45-66% of the students meet stated target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | For Ineffective, 0-44% of the students meet stated target. |

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/145230-TXEttx9bQW/corrected version for state ed table of HEDI scoring band.pdf

2.12) Locally Developed Controls

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

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

The District will incorporate growth targets that identify subcategories of our student population that have been identified as not meeting annual yearly progress. These subgroups include English Language Learners and students with special needs. The target components of SLOs will take into account growth for these specific populations.

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 Monday, June 25, 2012

Updated Friday, August 17, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|--|---|
| 4 | 3) Teacher specific achievement or growth score computed locally | ELA Grade 4 state assessment subcategory. |
| 5 | 3) Teacher specific achievement or growth score computed locally | ELA Grade 5 state assessment subcategory. |
| 6 | 3) Teacher specific achievement or growth score computed locally | ELA Grade 6 state assessment subcategory. |

| | | |
|---|--|---|
| 7 | 3) Teacher specific achievement or growth score computed locally | ELA Grade 7 state assessment subcategory. |
| 8 | 3) Teacher specific achievement or growth score computed locally | ELA Grade 8 state assessment subcategory. |

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

| | |
|--|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | The White Plains City School District has accepted the recommendations of the Committee that 80% of the students will meet the ELA target as measured by the WPCSD ELA grades 4-8 assessment tool using a subcategory of the state assessment. For example, teacher selection can include the subcategory of ELLs or SWD. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students meet stated target |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students meet stated target. |

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 | 3) Teacher specific achievement or growth score computed locally | Math 4 state assessment subcategory. |
| 5 | 3) Teacher specific achievement or growth score computed locally | Math 5 state assessment subcategory. |
| 6 | 3) Teacher specific achievement or growth score computed locally | Math 6 state assessment subcategory. |
| 7 | 3) Teacher specific achievement or growth score computed locally | Math 7 state assessment subcategory. |
| 8 | 3) Teacher specific achievement or growth score computed locally | Math 8 state assessment subcategory. |

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

| | |
|--|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | The White Plains City School District has accepted the recommendations of the Committee that 80% of the students will meet the Math target as measured by the WPCSD math grades 4-8 assessment tool using a subcategory of the state assessment. For example, teacher selection can include the subcategory of ELLs or SWD. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students meet stated target |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students meet stated target. |

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/5139/145696-rhJdBgDruP/table of HEDI scoring bands for all grades-subjects.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 | 3) Teacher specific achievement or growth score computed locally | WPCSD K ELA assessment. |
| 1 | 3) Teacher specific achievement or growth score computed locally | WPCSD Grade 1 ELA assessment. |
| 2 | 3) Teacher specific achievement or growth score computed locally | WPCSD Grade 2 ELA assessment. |
| 3 | 3) Teacher specific achievement or growth score computed locally | Grade 3 NYS ELA assessment subcomponent. |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The White Plains City School District has accepted the recommendations of the Committee that 80% of the students will meet the ELA target as measured by the WPCSD ELA K-3 assessment tool using a subcategory of the state or the locally developed assessment. For example, teacher selection can include the subcategory of ELLs or SWD. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students meet stated target |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students meet stated target. |

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 | 3) Teacher specific achievement or growth score computed locally | WPCSD developed K Math assessment. |
| 1 | 3) Teacher specific achievement or growth score computed locally | WPCSD developed Grade 1 Math assessment. |
| 2 | 3) Teacher specific achievement or growth score computed locally | WPCSD developed Grade 2 Math assessment. |
| 3 | 3) Teacher specific achievement or growth score computed locally | Grade 3 Math State assessment subcategory |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The White Plains City School District has accepted the recommendations of the Committee that 80% of the students will meet the math target as measured by the WPCSD K-3 Math assessment tool using a subcategory of the state or the locally |
|---|--|

| | |
|---|--|
| | developed assessment. For example, teacher selection can include the subcategory of ELLs or SWD. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students meet stated target |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students meet stated target. |

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 | 3) Teacher specific achievement or growth score computed locally | WPCSD Science grade 6 Assessment. |
| 7 | 3) Teacher specific achievement or growth score computed locally | WPCSD Science grade 7 Assessment. |
| 8 | 3) Teacher specific achievement or growth score computed locally | State Science grade 8 Assessment subcategory. |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The White Plains City School District has accepted the recommendations of the Committee that 80% of the students will meet the Science target as measured by the WPCSD Grades 6-8 Science assessment tool using a subcategory of the state or the locally developed assessment. For example, teacher selection can include the subcategory of ELLs or SWD. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students meet stated target |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students meet stated target. |

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 | 3) Teacher specific achievement or growth score computed locally | WPCSD Grade 6 Social Studies Assessment. Teachers also have the option of selecting a predictor model |
| 7 | 3) Teacher specific achievement or growth score computed locally | WPCSD Grade 7 Social Studies Assessment. Teachers also have the option of selecting a predictor model |
| 8 | 3) Teacher specific achievement or growth score computed locally | WPCSD Grade 8 Social Studies Assessment. Teachers also have the option of selecting a predictor model |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The White Plains City School District has accepted the recommendations of the Committee that 80% of the students will meet the Social Studies target as measured by the WPCSD Grades 6-8 Social Studies assessment tool using a subcategory of the locally developed assessment. For example, teacher selection can include the subcategory of ELLs or SWD. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students meet stated target |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students meet stated target. |

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 | 3) Teacher specific achievement or growth score computed locally | WPCSD Global I Assessment. |
| Global 2 | 3) Teacher specific achievement or growth score computed locally | Global History and Geography Regents subcategory |
| American History | 3) Teacher specific achievement or growth score computed locally | US History and Govt Regents subcategory |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The White Plains City School District has accepted the recommendations of the Committee that 80% of the students will meet the High School Social Studies target as measured by the WPCSD High School Social Studies assessment tool using a subcategory of the state or the locally developed assessment. For example, teacher selection can include the subcategory of ELLs or SWD. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students meet stated target |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students meet stated target. |

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 | 3) Teacher specific achievement or growth score computed locally | NYS Living Environment Regents subcategory |
| Earth Science | 3) Teacher specific achievement or growth score computed locally | NYS Earth Science Regents subcategory. |

| | | |
|-----------|--|-----------------------------------|
| Chemistry | 3) Teacher specific achievement or growth score computed locally | NYS Chemistry Regents subcategory |
| Physics | 3) Teacher specific achievement or growth score computed locally | NYS Physics Regents subcategory |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The White Plains City School District has accepted the recommendations of the Committee that 80% of the students will meet the science target as measured by the WPCSD High School science assessment tool using a subcategory of the state assessment. For example, teacher selection can include the subcategory of ELLs or SWD. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students meet stated target. |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students meet stated target |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students meet stated target. |

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 | 3) Teacher specific achievement or growth score computed locally | NYS Algebra Regents subcategory/WPCSD Algebra Assessment. Teachers also have the option of selecting a predictor model |
| Geometry | 3) Teacher specific achievement or growth score computed locally | NYS Geometry Regents subcategory/WPCSD Geometry Assessment. Teachers also have the option of selecting a predictor model |
| Algebra 2 | 3) Teacher specific achievement or growth score computed locally | NYS Algebra 2 Regents subcategory. Teachers also have the option of selecting a predictor model |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The White Plains City School District has accepted the recommendations of the Committee that 80% of the students will meet the math target as measured by the WPCSD High School Math assessment tool using a subcategory of the state assessment. For example, teacher selection can include the subcategory of ELLs or SWD. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students meet stated target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students meet stated target. |

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 | 3) Teacher specific achievement or growth score computed locally | WPCSD ELA Grade 9 Assessment |
| Grade 10 ELA | 3) Teacher specific achievement or growth score computed locally | WPCSD ELA Grade 10 Assessment |
| Grade 11 ELA | 3) Teacher specific achievement or growth score computed locally | NYS English Regents subcategory |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The White Plains City School District has accepted the recommendations of the Committee that 80% of the students will meet the ELA target as measured by the WPCSD High School ELA assessment tool using a subcategory of the state or the locally developed assessment. For example, teacher selection can include the subcategory of ELLs or SWD. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students meet stated target |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students meet stated target. |

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 |
|------------------------------------|---|--|
| Music/Performing Arts | 5) District/regional/BOCES-developed | WPCSD Music/Performing Arts Assessment for grades K-12 at each grade level |
| Physical Education | 5) District/regional/BOCES-developed | WPCSD Physical Education Assessment for grades K-12 at each grade level |
| Languages Other than English | 5) District/regional/BOCES-developed | WPCSD LOTE specific assessments for grades 6-12 at each grade level |
| Art/ Fine Arts | 5) District/regional/BOCES-developed | WPCSD for Art/Fine Arts Assessments for grades K-12 at each grade level |
| English Elective courses | 5) District/regional/BOCES-developed | WPCSD English Assessments for grades 9-12 at each grade level |
| Non Regents Math courses | 5) District/regional/BOCES-developed | WPCSD Math Assessments for grades 9-12 at each grade level |
| Non Regents Science courses | 5) District/regional/BOCES-developed | WPCSD Science Assessments for grades 10-12 at each grade level |
| Non Regents Social Studies courses | 5) District/regional/BOCES-developed | WPCSD Social Studies Assessments for grades 6-9. 12 at each grade level |
| Family and Consumer Science | 5) District/regional/BOCES-developed | WPCSD FCS Assessments for grades 6-8 at each grade level |
| Technology | 5) District/regional/BOCES-developed | WPCSD Technology Assessments for grades 6-12 at each grade level |
| Business Electives | 5) District/regional/BOCES-developed | WPCSD Business Assessments for grades 9-12 at each grade level |

See attached chart

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The White Plains City School District has accepted the recommendations of the Committee that 80% of the students will meet the academic target as measured by the WPCSD assessment tool using a subcategory of the locally developed assessment. For example, teacher selection can include the subcategory of ELLs or SWD. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students meet or exceed stated target. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students meet stated target |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students meet stated target. |

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

[assets/survey-uploads/5139/145696-Rp0Ol6pk1T/Copy of All WPHS Courses.pdf](#)

3.13) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/145696-y92vNseFa4/Growth model and Scoring Bands for teachers_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.

The White Plains Public School District does not intend to use any locally developed controls.

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 White Plains Public School District will be doing a weighted average of the multiple SLOs consistent with the State Education APPR Guidance document. Those teachers in grades 4-8 ELA and Math will be assessed using the State Growth Model.

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 Monday, June 25, 2012

Updated Friday, August 17, 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

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

| | |
|--|----|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 60 |
| One or more observation(s) by trained independent evaluators | 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 | 0 |

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.

The APPR committee reviewed the Danielson rubric and determined how the components aligned with the New York State Teaching Standards. We have selected the Danielson 2007 Rubric as the teacher practice rubric for our district. This rubric aligns with the NYS Teaching Standards and has been accepted by the State Education Department.

Tenured teachers will receive a minimum of 2 full (30-40 minutes) classroom observations per year.

Probationary teachers in their first year will receive a minimum of 4 full (30-40 minutes) classroom observations.

Second year teachers will receive a minimum of 3 full (30-40 minutes) classrooms observations. In the event of a developing or ineffective observation, the administrator will complete an additional observation(s).

Third year probationary teachers will receive a minimum of 2 classroom observations in the first semester of their final probationary year. If those observations are effective or highly effective, the 3 or 4th observations would be waived.

In no instance will the district tenure any teacher performing at the developing or ineffective level overall. (In no instance will a person be awarded tenure if the number of observations are not met)

The evaluations will be assigned points using the Danielson 2007 Domains with the attached points chart assigned to each domain subcomponent. Any areas, such as Domain IV, that cannot be evidenced during the classroom observation will be produced during the post-conference meeting.

We believe that effective teaching practices should be embedded into daily classroom work. Classroom observations should be authentic measures of everyday instructional practices. As such, we do not support pre-observation conferences except in instances of first semester probationary teachers.

It is recommended that administrators observe teachers and conduct a post observation conference within 2 days of the observation. During the post observation, the administrator will use the attached guiding questions to obtain a complete analysis of the teacher's instruction. Using the guiding questions increases the calibration between administrators since administrators are reviewing similar work from teacher to teacher.

A teacher may earn up to 60 points on each evaluation. As noted, probationary teachers receive additional observations beyond their tenured counterparts. Teachers will receive a minimum of 2 formal observations. The teachers' final HEDI score is based on an average of the scores received on each recorded observation. This process will be applied to tenured and probationary teachers. Administrators will conduct walkthroughs as part of their administrative responsibilities. However, these walkthroughs are not intended to be evaluative and not a component of the HEDI ratings. The purpose of the walkthroughs is to share positive practices and questions with teacher colleagues.

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/5091/145458-eka9yMJ855/combined document for state submission Danielson Domain Values and points docx lesson template and guiding questions revised \(3\)2.pdf](assets/survey-uploads/5091/145458-eka9yMJ855/combined document for state submission Danielson Domain Values and points docx lesson template and guiding questions revised (3)2.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.

| | |
|--|--|
| <p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p> | <p>Teachers scoring at the highly effective level earn an overall score of 59-60. The number of points earned in each domain are as follows: Domain I 20 points Domain II 10 points Domain III 20 points Domain IV 10 points The subcategories of the different domains represent specific points as identified on the attached chart. The district and union believe the point values demonstrate the importance of each area. The average of the observations will comprise the final score.</p> |
| <p>Effective: Overall performance and results meet NYS Teaching Standards.</p> | <p>Teachers scoring at the highly effective level earn an overall score of 57-58. The number of points earned in each domain are as follows: Domain I 20 points Domain II 10 points Domain III 20 points Domain IV 10 points The subcategories of the different domains represent specific points as identified on the attached chart. The district and union believe the point values demonstrate the importance of each area. The average of the observations will comprise the final score.</p> |
| <p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p> | <p>Teachers scoring at the highly effective level earn an overall score of 50-56. The number of points earned in each domain are as follows: Domain I 20 points</p> |

Domain II 10 points
 Domain III 20 points
 Domain IV 10 points
 The subcategories of the different domains represent specific points as identified on the attached chart. The district and union believe the point values demonstrate the importance of each area. The average of the observations will comprise the final score.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

Teachers scoring at the highly effective level earn an overall score of 0-49. The number of points earned in each domain are as follows:
 Domain I 20 points
 Domain II 10 points
 Domain III 20 points
 Domain IV 10 points
 The subcategories of the different domains represent specific points as identified on the attached chart. The district and union believe the point values demonstrate the importance of each area. The average of the observations will comprise the final score.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

| | |
|---|-----|
| 4.6) Observations of Probationary Teachers Formal/Long | 3-4 |
| 4.6) Observations of Probationary Teachers Informal/Short | 0 |
| 4.6) Observations of Probationary Teachers Enter Total | 4 |

By trained in-school peer teachers or other trained reviewers

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

Independent evaluators

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

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

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

Independent evaluators

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

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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Updated Friday, August 17, 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/5265/145703-Df0w3Xx5v6/TIP for APPR for new APPR June 29.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:

The District and Union agree that the APPR developed for the 2012-13 school year will be a pilot. The current APPR committee, with some modification, will continue to review the APPR over the course of the school year and provide recommendations for any modifications to the current language.

The District and Union agree that any challenge to an observation will end with the final decision determined by the Superintendent. No challenge can be initiated by a probationary teacher. See Article VIII B. for additional information regarding probationary

teachers. Only those tenured teachers receiving an “Ineffective” rating can initiate a challenge to an observation. Multiple appeals cannot be filed for the same evaluation. The District will use the modified model provided by the New York State GUIDANCE ON NEW YORK STATE’S ANNUAL PROFESSIONAL PERFORMANCE REVIEW FOR TEACHERS AND PRINCIPALS TO IMPLEMENT EDUCATION LAW §3012-c AND THE COMMISSIONER’S REGULATIONS as indicated below.

APPEALS OF INEFFECTIVE RATINGS ONLY

Appeals of performance reviews should be limited to those that rate a teacher as “Ineffective” only (tenured only).

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

- (1) the school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner’s regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to Observations

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

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

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her ineffective rating.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT

Within 15 calendar days of receipt of an appeal, the district member(s) who issued the performance review or were or are responsible for the issuance must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district’s response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district provides its response.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent’s designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In the event that the teacher does not agree with the decision, the teacher may request an appeal to a panel comprised of 2 administrators and 2 teachers. The administrators will be selected by the Superintendent and the 2 teachers will be selected by the Union President. This appeal must be issued by the teacher within 15 calendar days of the Superintendent’s decision. Within 20 calendar days, the panel must meet to review the documentation to render a decision. Failure of the panel to meet within this timeframe will not negate an ineffective rating. In the event that the panel does not convene, the Superintendent and Union President will provide a meeting date. If a question arises related to the ineffective rating documentation, the panel may request a meeting with the teacher and administrator of record. The final panel decision must be provided within 15 calendar days of the date of the panel meeting. In the event that the parties cannot provide a decision, the panel must provide a statement identifying the reasons for a non-decision and submit this information to the Superintendent and Union President within the same timeframe. Any appeal to the panel’s decision (or non-decision) must be sent to the Superintendent and Union President within 15 calendar days. The Superintendent will review the panel’s decision (or non-decision) and provide a final determination within 15 calendar days of the receipt of the panel decision. The Superintendent or designee’s decision is final and is not subject to the grievance procedure as outlined in Article III.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review, except as otherwise authorized by law.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The District has been training all administrators in the process of evidence based observations through the 5 day training provided by Research for Better Teaching directed by John Saphier's team of trainers. Many trainers are former administrators who provide the Observing and Analyzing Teaching model.

All administrators will be recertified annually through a review of the foundational RBT training components.

According to the The Skillful Teacher (Saphier and Gower, 1997), "We believe that a teacher's skill makes a difference in student performance"(pg v). This quote exemplifies the belief system we use as the foundation of our work.

The administrators attend multiple day sessions with their colleagues as well as other administrators across the nation. The training days include knowledge related to accounting for student learning, expert instruction, evidence based claims and reviewing evaluations applying claims to classroom observations, opportunities for inter-rater reliability, as well as and providing feedback to mediocre teachers on their performance in the classroom.

The classes include watching classroom instruction videos to calibrate practices between administrators. Much training is accomplished through the method of viewing instruction, both DVDs and live. Teams of administrators calibrate by going into classrooms and conducting observations as teams and debriefing what was viewed during the lesson. Additional work is done in administrative pairs to assess the degree of variability between administrators. The RBT trainers work with each administrator to determine the District administrator's ability to conduct meaningful evidence based observations.

During the school year, all evaluations are reviewed by an Assistant Superintendent for clarity and alignment to the process.

Additionally, ongoing RBT support groups are provided to all administrators over the course of the school year so they can have opportunities to address any problems or concerns related to conducting classroom observations. Sharing their questions with colleagues allows the evaluators to have a broader perspective on the teaching and learning process.

When administrators have continued difficulty with evidenced based evaluation, they are provided opportunities to attend refresher sessions through RBT. These sessions are multiple days with an expert onsite trainer.

Each year, new administrators are sent for training before they are official members of the administrative team.

RBT provides the training and issues the certification for the completion of administrative evaluation training.

In addition to the evidence based observation training, the district administrators participated and will continue to participate in the BOCES offered training programs. These trainings include information about the development of SLOs as well as the NYS Teaching Standards and their application to the evaluation process. Below are the areas in which our administrators have participated.

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions; (Module I)

2. Evidence-based observation techniques grounded in research;

3. Application and use of the student growth percentile model and the value-added growth model;

4. Application and use of approved teacher or principal practice 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's or principal's practice; (Danielson) training

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. 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

9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

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 | Checked |
|--|---------|

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, June 26, 2012
Updated Friday, August 17, 2012

Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

| School or Program Type | SLO with Assessment Option | Name of the Assessment |
|------------------------|----------------------------|------------------------|
| | | |
| | | |
| | | |

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. | The district has determined that there will be a generic expectation for students meeting their individual growth or achievement scores across grades/subject area and set targets as identified below: In each case, the scores will be based on a band of 0-20 points. Ineffective ratings are identified as 0-2 Developing ratings are identified as 3-8 Effective ratings are identified as 9-17 Highly effective ratings are identified as 18-20. As you can see from the attached chart, the percentage of scores based on the target selected for each subject or grade level population identifies the level of principal proficiency. |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test). | For Highly Effective, 95-100% of the students meet or surpass stated target. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | For Effective, 67-94% of the students meet stated target. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | For Developing, 45-66% of the students meet stated target. |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). | For Ineffective, 0-44% of the students meet stated target. |

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/5365/146137-lha0DogRNw/corrected version for state ed table of HEDI scoring band.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 response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, June 28, 2012

Updated Friday, August 17, 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-5 | (d) measures used by district for teacher evaluation | Grade 3 NY State Math Assessment |
| 6-8 | (d) measures used by district for teacher evaluation | NY State Grade 7 Math Assessment |
| 9-12 | (d) measures used by district for teacher evaluation | NY State English Regents |
| | | |
| | | |
| | | |
| | | |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | The White Plains City School District has accepted the recommendations of the Committee and set a target that 80% of the students will demonstrate grade level proficiency as measured by the WPCSD assessment tools for each area identified. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students in a building meet or exceed stated target. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students in a building meet stated target. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students in a building meet stated target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for | For Ineffective, 0-44% of the students in a building meet stated target. |

grade/subject.

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/5366/146669-qBFVOWF7fC/table of HEDI scoring bands for all grades-subjects.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-5 | (d) measures used by district for teacher evaluation | NY State Grade 3 Math Assessment |
| 6-8 | (d) measures used by district for teacher evaluation | NY State Grade 7 Math Assessment |
| 9-12 | (d) measures used by district for teacher evaluation | NY State English Regents |
| | | |
| | | |
| | | |
| | | |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | The White Plains City School District has accepted the recommendations of the Committee and set a target that 80% of the students will demonstrate grade level proficiency as measured by the WPCSD assessment tools for each area identified. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Highly Effective, 95-100% of the students in a building meet or exceed stated target. |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Effective, 67-94% of the students in a building meet stated target. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Developing, 45-66% of the students in a building meet stated target. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | For Ineffective, 0-44% of the students in a building meet stated target. |

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/5366/146669-T8MIGWUVm1/table of HEDI scoring bands for all grades-subjects.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.

The White Plains School District does not intend to employ locally developed controls.

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.

The White Plains Public School District will be doing a weighted average of the multiple measures consistent with the State Education APPR Guidance document.

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 Sunday, June 24, 2012

Updated Friday, August 17, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Vanderbilt Assessment of Leadership in Education (VAL-ED)

(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] | 50 |
|---|----|

| | |
|--|----|
| 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. | 10 |
|--|----|

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. | Checked |
| 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). | Checked |

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 | Checked |
| 9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source) | Checked |

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The White Plains Public Schools determined that the Val Ed rubric with the attached point distribution is the basis for the HEDI ratings for this subcomponent. The second assessment involves the principal and superintendent/designee setting a building wide goal to address students' academic success and alignment with the Val-Ed categories for the additional 10 points. The setting of the goal will be worth 5 points and the achievement of the goal will be worth 5 points for a total of 10 points out of 10 for this section. The goal setting rubric is attached to this document. The 2 scores will be weighted based on the 50/10 distribution of scores. The building visits will comprise the majority of the 50 points with each school visit worth 50 points. The school observations will be averaged for a total score of 50 out of 60 points. The principals may select 2 school building observations or they may select one team site visit and one school building observation. The team site visit counts as one school building observation therefore, each principal will have a total of at least 2 observations. The team visit description is attached to this document.

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/5143/145231-pMADJ4gk6R/val ed admin rubric.docx with goal setting and team visits.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. | For Highly Effective 95-100% of the students meet the stated target. |
| Effective: Overall performance and results meet standards. | For Effective, 67-94% of the students meet stated target. |
| Developing: Overall performance and results need improvement in order to meet standards. | For Developing, 45-66% of the students meet stated target. |
| Ineffective: Overall performance and results do not meet standards. | For Ineffective, 0-44% of the students meet stated target. |

Please provide the locally-negotiated 60 point scoring bands.

| | |
|------------------|-------|
| Highly Effective | 59-60 |
| Effective | 57-58 |

| | |
|-------------|-------|
| Developing | 50-56 |
| Ineffective | 0-49 |

9.8) School Visits

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

Probationary Principals

| | |
|----------------------------------|---|
| By supervisor | 1 |
| By trained administrator | 1 |
| By trained independent evaluator | 0 |
| Enter Total | 2 |

Tenured Principals

| | |
|----------------------------------|---|
| By supervisor | 1 |
| By trained administrator | 1 |
| By trained independent evaluator | 0 |
| Enter Total | 2 |

10. Composite Scoring (Principals)

Created Thursday, June 28, 2012

Updated Friday, August 17, 2012

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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 | 59-60 |
| Effective | 57-58 |
| Developing | 45-56 |
| Ineffective | 0-44 |

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, June 28, 2012

Updated Friday, August 17, 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/5276/146673-Df0w3Xx5v6/PIP.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:

The District and Union agree that the APPR developed for the 2012-13 school year will be a pilot. The current APPR committee, with some modification, will continue to review the APPR over the course of the school year and provide recommendations for any modifications to the current language.

The District and Union agree that any challenge to a site visit/school observation/overall rating will end with the final decision determined by the Superintendent. No challenge can be initiated by a probationary principal. Only those tenured principals receiving an "Ineffective" rating can initiate a challenge to a site visit/school observation or overall rating. Multiple appeals cannot be filed for the same site visit/school observation/overall rating. The District will use the modified model provided by the New York State

GUIDANCE ON NEW YORK STATE'S ANNUAL PROFESSIONAL PERFORMANCE REVIEW FOR TEACHERS AND PRINCIPALS TO IMPLEMENT EDUCATION LAW §3012-c AND THE COMMISSIONER'S REGULATIONS as indicated below.

APPEALS OF INEFFECTIVE RATINGS ONLY

Appeals of performance reviews should be limited to those that rate a Principal as "Ineffective" only (tenured only).

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;*
- (3) compliance with any applicable locally negotiated procedures applicable to Observations*

PROHIBITION AGAINST MORE THAN ONE APPEAL

A Principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one

appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

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

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her ineffective rating.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, any additional documents or

materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT

Within 15 calendar days of receipt of an appeal, the Superintendent or Assistant Superintendent who issued the performance review or were or are responsible for the issuance

must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such

information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The Principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district provides its response.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the Superintendent of schools or the Superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In the event that the teacher does not agree with the decision, the Principal may request an appeal to a panel comprised of 1 administrator and a Cabinet member who did not conduct the ineffective rating. The administrator will be selected by the ASA Union President.

This appeal must be initiated by the Principal within 15 calendar days of the Superintendent's decision. Within 20 calendar days, the panel must meet to review the documentation to render a decision. Failure of the panel to meet within this timeframe will not negate an ineffective rating. In the event that the panel does not convene, the Superintendent or designee and Union President will provide a meeting date. If a question arises related to the ineffective rating documentation, the panel may request a meeting with the principal and evaluator. The final panel decision must be provided within 15 calendar days of the date of the panel meeting. In the event that the parties cannot provide a decision, the panel must provide a statement identifying the reasons for a non-decision and submit this information to the Superintendent (designee) and Union President within the same timeframe. Any appeal to the panel's decision (or non-decision) must be sent to the Superintendent (designee) and Union President within 15 calendar days. The Superintendent (designee) will review the panel's decision (or non-decision) and provide a final determination within 15 calendar days of the receipt of the panel decision. The Superintendent or designee's decision is final and is not subject to the grievance procedure.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating,

reviewing and resolving any and all challenges and appeals related to a teacher performance review. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review, except as otherwise authorized by law.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The District has been training all administrators in the process of evidence based observations through the 5 day training provided by Research for Better Teaching directed by John Saphier's team of trainers. Many trainers are former administrators who provide the Observing and Analyzing Teaching model.

All administrators will be recertified annually through a review of the foundational RBT training components.

According to the The Skillful Teacher (Saphier and Gower, 1997), "We believe that a teacher's skill makes a difference in student performance"(pg v). This quote exemplifies the belief system we use as the foundation of our work.

The administrators attend a multiple day session with their colleagues as well as other administrators across the nation. The training days include knowledge related to accounting for student learning, expert instruction, evidence based claims and reviewing evaluations applying claims to classroom observations, opportunities for inter-rater reliability, as well as and providing feedback to mediocre teachers on their performance in the classroom.

The classes include watching classroom instruction videos to calibrate practices between administrators. Much training is accomplished through the method of viewing instruction, both DVDs and live . Teams of administrators calibrate by going into classrooms and conducting observations as teams and debriefing what was viewed during the lesson. Additional work is done in administrative pairs to assess the degree of variability between administrators. The RBT trainers work with each administrator to determine the District administrator's ability to conduct meaningful evidence based observations.

During the school year, all evaluations are reviewed by an Assistant Superintendent for clarity and alignment to the process.

Additionally, ongoing RBT support groups are provided to all administrators over the course of the school year so they can have opportunities to address any problems or concerns related to conducting classroom observations. Sharing their questions with colleagues allows the evaluators to have a broader perspective on the teaching and learning process.

When administrators have continued difficulty with evidenced based evaluation, they are provided opportunities to attend refresher sessions through RBT. these sessions are multiple days with an expert onsite trainer.

Each year, new administrators are sent for training before they are official members of the administrative team.

RBT provides the training and issues the certification for the completion of administrative evaluation training .

In addition to the evidence based observation training, the district administrators participated and will continue to participate in the BOCES offered training programs. These trainings include information about the development of SLOs as well as the NYS Teaching Standards and their application to the evaluation process. Below are the areas in which our administrators have participated.

1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions; (Module I)

2. Evidence-based observation techniques grounded in research;

3. Application and use of the student growth percentile model and the value-added growth model;

4. Application and use of approved teacher or principal practice 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's or principal's practice; (Danielson) training

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. 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

9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

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 | Checked |
|---|---------|

| | |
|--|---------|
| the building principal's performance is being measured. | |
| 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 Sunday, June 24, 2012

Updated Friday, August 17, 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/5581/145253-3Uqgn5g9Iu/final signed document august 2012.pdf](#)

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

| Highly Effective | | | Effective | | | | | | | | | Developing | | | | | Ineffective | | | |
|------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|------------|-----|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 99- 100% | 97- 98% | 95- 96% | 92- 94% | 88- 91% | 85- 87% | 82- 84% | 79- 81% | 76- 78% | 73- 75% | 71- 72% | 67- 70% | 64- 66% | 60- 63% | 57- 59% | 53- 56% | 49- 52% | 45- 48% | 40- 44% | 31- 39% | ≤30 |

High Standards for Student Learning (10 points)

| <u>Planning</u> | <u>Points</u> |
|---|----------------------|
| •Plans for rigorous academic and social learning goals. | 1 |
| •Develops a plan for high standards of student performance that are measurable. | |
| | |
| <u>Implementing</u> | |
| •Creates buy in among faculty for actions required to promote high standards of learning. | 1 |
| •Coordinates tasks and resources to meet high standards for student learning. | |
| | |
| <u>Supporting</u> | |
| •Encourages students to successfully achieve rigorous goals for student learning. | 3 |
| •Supports faculty in helping students reach high standards of learning. | |
| | |
| <u>Advocating</u> | |
| •Advocates for students with special needs when making decisions about high standards for student learning. | 1 |
| •Challenges faculty to maintain high standards of learning for students with special needs. | |
| | |
| <u>Communicate</u> | |
| •Communicates with families and the community about goals for rigorous student learning. | 1 |
| •Listens to faculty about how to achieve high standards of student learning. | |
| | |
| <u>Monitoring</u> | |
| •Uses data to guide actions to improve student learning. | 3 |
| •Evaluates progress towards student learning standards. | |

Rigorous Curriculum (10 points)

| Rigorous Curriculum (10 points) | |
|---|----------------------|
| <u>Planning</u> | <u>Points</u> |
| •Develops a rigorous curriculum for all students. | 1 |
| •Plans challenging curricula for students at risk of failing. | |
| | |
| <u>Implementing</u> | |
| •Coordinates teacher collaboration to implement a rigorous curriculum. | 1 |
| •Implements a rigorous curriculum in programs for students with special needs. | |
| | |
| <u>Supporting</u> | |
| •Supports participation in professional development that deepens teachers' understandings of a rigorous curriculum. | 3 |
| •Provides opportunities for teachers to work together to deliver a rigorous curriculum. | |
| | |
| <u>Advocating</u> | |
| •Advocates that all programs for students with special needs deliver a rigorous curriculum. | 1 |
| •Advocates for families to learn about the curricular program. | |
| | |
| <u>Communicate</u> | |
| •Listens to faculty about how to strengthen the curriculum. | 1 |
| •Discusses state curriculum framework. | |
| | |
| <u>Monitoring</u> | |
| •Uses disaggregated student achievement data to monitor the rigor of all curriculum programs. | 3 |
| •Monitors the curriculum through frequent visits to classes. | |
| | |

Quality Instruction (15 points)

| Quality Instruction (15 points) | |
|--|----------------------|
| <u>Planning</u> | <u>Points</u> |
| •Plans opportunities for teachers to improve their instruction through observing each other's instructional practices. | 3 |
| •Plans faculty hiring policies with a focus on effective instructional practices. | |
| | |
| <u>Implementing</u> | |
| •Implements procedures to protect instructional time. | 2 |
| •Creates conditions that promote faculty reflection about instructional practices. | |
| | |
| <u>Supporting</u> | |
| •Secures resources necessary to deliver high quality instruction. | 1 |
| •Provides professional development so all faculty have knowledge and skills for quality instruction. | |
| | |
| <u>Advocating</u> | |
| •Challenges faculty to develop the knowledge and skills necessary to provide quality instruction to ELL's. | 2 |
| •Advocates for extending learning opportunities beyond the school day and school year. | |
| | |
| <u>Communicate</u> | |
| •Listens to faculty's ideas about quality instruction. | 1 |
| •Discusses instructional practices during faculty meetings. | |
| | |
| <u>Monitoring</u> | |
| •Observes each teacher's instructional practices routinely to provide feedback. | 6 |
| •Uses data to monitor the quality of instruction. | |

Culture of Learning and Professional Behavior (5 points)

| <u>Planning</u> | <u>Points</u> |
|---|---------------|
| •Plans procedures for treating all faculty fairly and with respect. | 1.5 |
| •Plans for a positive environment in which student learning is the central focus. | |
| | |
| <u>Implementing</u> | |
| •Creates a culture of trust. | 0.5 |
| •Implements program and practices that encourage all students to be involved in school activities. | |
| | |
| <u>Supporting</u> | |
| •Encourages teachers to learn from their most effective colleagues. | 0.5 |
| •Provides recognition of faculty contributions to a positive school culture. | |
| | |
| <u>Advocating</u> | |
| •Recognizes the contributions of diverse students when developing student culture. | 0.5 |
| •Encourages a culture of respect and fairness for students. | |
| | |
| <u>Communicate</u> | |
| •Listens to students when they suggest ways to create a culture of learning. | 0.5 |
| •Communicates with teachers about the aspects of a positive school environment focused on student learning. | |
| | |
| <u>Monitoring</u> | |
| •Monitors the school culture. | 1.5 |
| •Monitors disciplinary data to make determinations about school culture. | |

Connections to External Communities (5 points)

| <u>Planning</u> | <u>Points</u> |
|--|----------------------|
| •Plans with social service agencies for safety nets in support of student learning. | 0.5 |
| •Develops a plan for school/community relations that revolve around the academic mission. | |
| | |
| <u>Implementing</u> | |
| •Builds business partnerships to support social and academic learning. | 1 |
| •Creates opportunities for parents to work with teachers on their child's instruction. | |
| | |
| <u>Supporting</u> | |
| •Provides opportunities for teachers to develop skills to work with parents. | 1 |
| •Secures additional resources through partnering with external agencies to enhance teaching and learning. | |
| | |
| <u>Advocating</u> | |
| •Advocates for students in need of special services with the external community. | 1 |
| •Promotes relationships with leaders in the community to support students. | |
| | |
| <u>Communicate</u> | |
| •Communicates with the media to publicize important events and accomplishments. | 1 |
| •Discusses information on progress towards achieving school goals with families. | |
| | |
| <u>Monitoring</u> | |
| •Collects information about the needs and interest of parents. | 0.5 |
| •Evaluates the effectiveness of its partnerships with the community in advancing academic and social learning. | |

Performance Accountability (15 points)

| <u>Planning</u> | <u>Points</u> |
|--|----------------------|
| •Articulates plans. | 1 |
| •Identifies specific responsibilities for faculty so that students achieve high standards. | |
| | |
| <u>Implementing</u> | |
| •Implements program and practice that hold the school accountable to families for the learning of their children. | 4 |
| •Builds behavioral and academic accountability measures with input from faculty. | |
| | |
| <u>Supporting</u> | |
| •Allocates time to evaluate faculty for student learning. | 5 |
| •Provides expertise to make decisions about holding student accountable for their learning. | |
| | |
| <u>Advocating</u> | |
| •Challenges faculty who do not hold all students accountable for achieving high levels of performance. | 2 |
| •Advocates that all students are accountable for achieving high levels of performance in academic and social learning. | |
| | |
| <u>Communicate</u> | |
| •Communicates to families how accountability results will be used for school improvement. | 1 |
| •Discusses achievement test results with instructional teams and grades/departments. | |
| | |
| <u>Monitoring</u> | |
| •Monitors the accuracy and appropriateness of data used for student accountability. | 2 |
| •Assesses the effectiveness of its procedures for gathering data on student performance. | |

Principals have the option of selecting a Team Visit for one of the two building observations

Team Visits:

The purpose of the Team Visit is to bring a group of teachers and administrators together to look at and discuss the core work of a school.

The focus is on developing a shared vocabulary and a set of expectations and practices that both encourage a professional exchange of ideas and facilitate a deeper understanding of our district's work and challenges --all grounded in the actual practices of our schools.

By develop a shared set of expectations and definitions about effective instruction, we can make better decisions about how to organize and continually improve our practice as educators.

Team Visit Observation Option

1. Principal meets with his/her school-based leadership group to identify a problem of practice and to determine which members of the teaching and administrative staff will participate in the visit (the Team, led by the superintendent, will be made up of teachers and administrators from other schools)
2. The principal is responsible for developing a schedule for the day which will be based on the following components and approximate time:
 - a. Meeting with parents/30 minutes
 - b. Brief orientation of the team regarding the flow of the day, & expectations/ 15 minutes
 - c. **List of classrooms to be visited/ 90 minutes
 - d. Review of *student work/60 minutes
 - e. Visit to the cafeteria to interact with students/30 minutes
 - f. Team lunch & review of the classroom visits/30 minutes
 - g. 30 minute discussions with the following groups-
 - i. teachers (approximately 8-10)
 - ii. students (approximately 8-10)
 - iii. CSEA, cafeteria, office manager

- h. Debrief with staff after school (voluntary meeting) 45 minutes
 - i. Principal and Assistant Principal/30 minutes
3. *student work
- a. student work to be reviewed and discussed should ideally be related to the problem of practice identified by the principal and school-based leadership group
 - i. (example: If the problem of practice is a pattern of discrepancy between Math scores between boys and girls, then the Visiting Team will expect to review student work related to that issue; ideally the issue will have been sufficiently reviewed by the school faculty so that specific areas of concern can be reviewed (i.e., word problems, estimation, multi-step problem-solving, etc.)
 - b. student work should reflect a variety of achievement levels based on state assessments; last year's scores will be used in most cases (two or three with ELA or Math scores of 1, two or three with scores of 2, etc.)
 - c. each piece of student work should have the individual child's name removed, it should include a rubric on how it was scored, it should include a brief explanation of the nature of the assignment
4. ** the visits to classrooms should be linked to the identified problem of practice; using the Math example, the Visiting Team would go to classrooms where Math instruction is taking place

*The principal of the school hosting the Team Visit should contact the superintendent to review the day's agenda and ensure there is a clear understanding of how the visit will work.

Goal Setting

The principal and superintendent collaboratively develop a goal during the first month of the school. The goal is assigned 5 points for development and 5 points for the degree to which it has been achieved.

The goal must identify:

1. Plan to Improve instructional practices/student achievement
2. Alignment to district initiatives
3. Measurable outcomes

| Setting of Goals | 0 | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------------------|---|--|---|---|---|
| Plan for improvement of instructional practices/student achievement | No planning evident | Limited planning evident | 1 Planning component evident | 2 Planning components evident | 2-3 Planning components evident | 3 or more Planning components evident |
| Alignment to district initiatives | No alignment to district initiatives | Limited alignment to district initiatives | 1 planning component aligned to district initiatives | 2 planning components aligned to district initiatives | 2-3 planning components aligned to district initiatives | 3 or more planning components aligned to district initiatives |
| Measurable outcomes | No outcomes present | Limited observable outcomes present | 1 outcome present | 2 outcomes present | 2-3 outcomes present | 3 or more outcomes present |

| Achievement of Goals | 0 | 1 | 2 | 3 | 4 | 5 |
|--|---|---|--|--|--|--|
| Plan for improvement of instructional practices/student achievement | No achievement of planned goals | Limited achievement of planned goals | 1 Planning component achieved | 2 Planning components achieved | 2-3 Planning components achieved | 3 or more Planning components achieved |
| Alignment to district initiatives | No achievement of alignment to district initiatives | Limited alignment to district initiatives | 1 component aligned to district initiatives achieved | 2 planning components aligned to district initiatives achieved | 2-3 planning components aligned to district initiatives achieved | 3 or more planning components aligned to district initiatives achieved |
| Measurable outcomes | No outcomes achieved | Limited observable outcomes present | 1 outcome achieved | 2 outcomes achieved | 2-3 outcomes achieved | 3 or more outcomes achieved |

Danielson Domain Values and Points

| Domain 1: Planning and Preparation | <u>Point Values</u> |
|---|----------------------------|
| A. Knowledge of Content and Pedagogy | 5 |
| B. Knowledge of Students | 3 |
| C. Setting Instructional Outcomes | 4 |
| D. Knowledge of Resources | 2 |
| E. Designing Coherent Instruction | 4 |
| F. Designing Student Assessments | 2 |
| TOTAL | 20 |

| Domain 2: Classroom Environment | <u>Point Values</u> |
|--|----------------------------|
| A. Respect and Rapport | 2 |
| B. Culture for Learning | 2 |
| C. Managing Classroom Procedures | 2 |
| D. Managing Student Behavior | 3 |
| E. Organizing Physical Spaces | 1 |
| TOTAL | 10 |

| Domain 3: Instruction | <u>Point Values</u> |
|---|----------------------------|
| A. Communicating with Students | 3 |
| B. Questioning/Prompts and Discussion | 3 |
| C. Engaging Students in Learning | 5 |
| D. Using Assessment in Instruction | 5 |
| E. Using Flexibility and Responsiveness | 4 |
| TOTAL | 20 |

| Domain 4: Teaching | <u>Point Values</u> |
|--|----------------------------|
| A. Reflecting on Teaching | 2 |
| B. Maintaining Accurate Records | 3 |
| C. Communicating with Families | 1 |
| D. Participating in a Professional Community | 1 |
| E. Growing and Developing Professionally | 2 |
| F. Showing Professionalism | 1 |
| TOTAL | 10 |

Elementary Lesson Plan Template
Secondary Level Lesson Planning Template

Teacher Name:

Date:

Subject:

Lesson Topic/Unit of Study:

Grade Level(s):

Time Required:

Standards to be Addressed:

REQUIRED MATERIALS:

Class Minutes Required:

_____ **Learning Objective:** SWBAT...

_____ **Class Opener/Warm-Up:**

_____ **Direct Instruction:** (10-2 Principle)

_____ **Student Practice/Application:**

_____ **Summary/Closure:**

_____ **Formative Assessment** (based on objective):

_____ **Homework:**

Adaptations: (for support)

Extensions: (for challenge)

Technology Integration:

Guiding questions for the Post Observation:

Observations will include the following guiding questions: We will develop guiding questions based on the teaching standards to inform the conversation during the post observation with teachers.

- What are the instructional objectives that you planned for this lesson?
- What instructional practices, learning activities, and resources will you use in this lesson to assist the students in meeting the objectives?
(Preconference for probationary 1st semester)
- How did you plan for differentiated instruction?
- In what ways did you integrate technology into the lesson?
- How did you assess student learning?
- Discuss the classroom environment for instruction and learning?
- What would you like the observer to focus on during the time in the classroom? (e.g. Instructional practices you are using, assessment strategies, student engagement, questioning techniques)
(Preconference for probationary 1st semester)
- What are some of the challenges that you experienced in this lesson, and how will you address them?
- What data did you collect to ensure student progress in learning?

- Guiding Questions for Domain IV-Describe the way you believe you have done the following components in this Domain: Please review artifacts/technology with the teacher.

| Domain 4: Professional Responsibilities |
|---|
| <ul style="list-style-type: none">4a. Reflecting on Teaching<ul style="list-style-type: none">▪ accuracy▪ use in future teaching4b. Maintaining accurate records<ul style="list-style-type: none">▪ student completion of assignments▪ student progress in learning▪ non-instructional records4c. Communicating with families<ul style="list-style-type: none">▪ information about the instructional program▪ information about individual students▪ engagement of families in the instructional program4d. Participating in a professional community<ul style="list-style-type: none">▪ relationships with colleagues▪ involvement in a culture of professional inquiry▪ service to school▪ participation in school and district projects4e. Growing and developing professionally<ul style="list-style-type: none">▪ enhancement of content knowledge and pedagogical skill▪ receptivity to feedback from colleagues▪ service to profession4f. Demonstrating professionalism<ul style="list-style-type: none">▪ integrity and ethical conduct▪ service to students▪ advocacy▪ decision making▪ compliance with school and district regulations |

- What questions do you have for the observer?

HEDI Bands for Local Scoring

| 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 |
| 99-100% | 97-98% | 95-96% | 92-94% | 88-91% | 85-87% | 82-84% | 79-81% | 76-78% | 73-75% | 71-72% | 67-70% | 64-66% | 60-63% | 57-59% | 53-56% | 49-52% | 45-48% | 40-44% | 31-39% | ≤30 |

20 Point Scoring Band

| Highly Effective | | Effective | | | | | | | Developing | | | | | Ineffective | | |
|------------------|--------|-----------|--------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|-------------|-----|--|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 99-100% | 95-97% | 91-94% | 86-90% | 81-85% | 76-80% | 71-75% | 67-70% | 63-66% | 59-62% | 55-58% | 49-54% | 45-48% | 40-44% | 31-39% | ≤30 | |

15 Point Scoring Band

These scoring bands are used for all grades/subject areas.

| Course Title | | |
|-------------------------------|----------------------------------|--------------------|
| 21 Cen Comp Ess (Alt days) | WPCSD Business Assessments | District Developed |
| ACAD IND LVG SAIL | alternate assessment | District Developed |
| ACCEL FRENCH | WPCSD LOTE Assessments | District Developed |
| ACCEL ITALIAN | WPCSD LOTE Assessments | District Developed |
| ACCOUNTING 1 | WPCSD Business Assessments | District Developed |
| Action Physics | WPCSD Science Assessments | District Developed |
| Adv Studion In Sculpture | WPCSD Performance Assessments | District Developed |
| Adv. Studio in Jewelry Design | WPCSD Performance Assessments | District Developed |
| Advanced Art Studio Portfolio | WPCSD Performance Assessments | District Developed |
| Advanced Studio in Ceramics | WPCSD Performance Assessments | District Developed |
| Advanced Studio in Drawing | WPCSD Performance Assessments | District Developed |
| Advanced Studio Photo | WPCSD Performance Assessments | District Developed |
| Adventure Sports | WPCSD Performance Assessments | District Developed |
| African American History | WPCSD Social Studies Assessments | District Developed |
| African American History ACE | WPCSD Social Studies Assessments | District Developed |
| Alg 10W/A | WPCSD Math Assessments | District Developed |
| Alg 2 Trig Apps | WPCSD Math Assessments | District Developed |
| Algebra 2 Trigonometry Apps | WPCSD Math Assessments | District Developed |
| Algebra 2 Trigonometry Apps | WPCSD Math Assessments | District Developed |
| Algebra 9 | WPCSD Math Assessments | District Developed |
| Algebra Applications | WPCSD Math Assessments | District Developed |
| American Judicial Systems | WPCSD Social Studies Assessments | District Developed |
| Anatomy & Physiology | WPCSD Science Assessments | District Developed |
| ARCH.DRW/COM | WPCSD Technology Assessments | District Developed |
| ARCH.DRW/RES | WPCSD Technology Assessments | District Developed |
| ART SUR/A | WPCSD Performance Assessments | District Developed |
| ASTRONOMY | WPCSD Science Assessments | District Developed |
| Astronomy | WPCSD Science Assessments | District Developed |
| Bigger, Faster, Stronger | WPCSD Performance Assessments | District Developed |
| BIL Science Literacy | WPCSD Science Assessments | District Developed |
| Biology AP | WPCSD Science Assessments | District Developed |
| Business & Personal Relations | WPCSD Business Assessments | District Developed |
| Calculus | WPCSD Math Assessments | District Developed |

| | | |
|--------------------------------|----------------------------------|--------------------|
| Calculus AP- BC | WPCSD Math Assessments | District Developed |
| Calculus AP-AB | WPCSD Math Assessments | District Developed |
| Car&Fin Mgmt | WPCSC Business Assessments | District Developed |
| Chamband | WPCSD Performance Assessments | District Developed |
| Chamber Orchestra | WPCSD Performance Assessments | District Developed |
| Chem Comm | WPCSD Performance Assessments | District Developed |
| Chemistry AP | WPCSD Science Assessments | District Developed |
| Chinese 1 | WPCSD LOTE Assessments | District Developed |
| Chinese 2 | WPCSD LOTE Assessments | District Developed |
| Civil Law | WPCSD Social Studies Assessments | District Developed |
| CLASS GUITAR | WPCSD Performance Assessments | District Developed |
| CLASS PIANO | WPCSD Performance Assessments | District Developed |
| College Algebra Trig (ACE) | WPCSD Math Assessments | District Developed |
| College Algebra Trig (ACE) | WPCSD Math Assessments | District Developed |
| CON BAND | WPCSD Performance Assessments | District Developed |
| CONCERT ORCH | WPCSD Performance Assessments | District Developed |
| CONSTRUCTION SYS. | WPCSD Technology Assessments | District Developed |
| Contemporary Latin Lit. & Cult | WPCSD English Assessments | District Developed |
| Contemporary Math (ACE) | WPCSD Math Assessments | District Developed |
| Criminal Law | WPCSD Social Studies Assessments | District Developed |
| Current Events In American Pol | WPCSD Social Studies Assessments | District Developed |
| DES/DRW.PROD.2 | WPCSD Technology Assessments | District Developed |
| DESKTOP PUBLISH 1 | WPCSD Performance Assessments | District Developed |
| Digital Photography | WPCSD Performance Assessments | District Developed |
| Economics | WPCSD Social Studies Assessments | District Developed |
| ECONOMICS AND LAW | WPCSD Social Studies Assessments | District Developed |
| Economics Honors | WPCSD Social Studies Assessments | District Developed |
| Economics/Criminal Law | WPCSD Social Studies Assessments | District Developed |
| Eng 2 Reading Writing Achieve | WPCSD English Assessments | District Developed |
| Eng 3R Reading Writing Achieve | WPCSD English Assessments | District Developed |
| ENGLISH 1 Honors | WPCSD English Assessments | District Developed |
| ENGLISH 1 Regents | WPCSD English Assessments | District Developed |
| English 1 S44 | WPCSD English Assessments | District Developed |
| ENGLISH 1P | WPCSD English Assessments | District Developed |

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|------------------------------|----------------------------------|--------------------|
| English 1R | WPCSD English Assessments | District Developed |
| ENGLISH 2 Honors | WPCSD English Assessments | District Developed |
| ENGLISH 2 Regents | WPCSD English Assessments | District Developed |
| ENGLISH 2P | WPCSD English Assessments | District Developed |
| ENGLISH 4 | WPCSD English Assessments | District Developed |
| ENGLISH 4 ACE | WPCSD English Assessments | District Developed |
| ENGLISH 4 AP Literature Comp | WPCSD English Assessments | District Developed |
| ENGLISH 4P | WPCSD English Assessments | District Developed |
| ENGLISH 5P | WPCSD English Assessments | District Developed |
| English Art Of The Film | WPCSD English Assessments | District Developed |
| English R 180 | WPCSD English Assessments | District Developed |
| English SAIL 1 | alternate assessment | District Developed |
| English SAIL 2 | alternate assessment | District Developed |
| English Syracuse University | WPCSD English Assessments | District Developed |
| ENTREP 2 | WPCSD Business Assessments | District Developed |
| Environmental Science | WPCSD Science Assessments | District Developed |
| Environmental Science AP | WPCSD Science Assessments | District Developed |
| ESOL Algebra 9 | WPCSD Math Assessments | District Developed |
| ESOL Beginner | WPCSD English Assessments | District Developed |
| ESOL CHEM COMM | WPCSD Science Assessments | District Developed |
| ESOL COMP APP | WPCSD Business Assessments | District Developed |
| ESOL Economics | WPCSD Social Studies Assessments | District Developed |
| ESOL Geometry | WPCSD Math Assessments | District Developed |
| ESOL Geometry Applications | WPCSD Math Assessments | District Developed |
| ESOL Global History 1 | WPCSD Social Studies Assessments | District Developed |
| ESOL Government | WPCSD Social Studies Assessments | District Developed |
| ESOL Health | WPCSD Health Assessments | District Developed |
| ESOL Intermediate 1 | WPCSD English Assessments | District Developed |
| ESOL Intermediate 2 | WPCSD English Assessments | District Developed |
| ESOL Intro to Social Studies | WPCSD Social Studies Assessments | District Developed |
| ESOL MATH-LIT | WPCSD Math Assessments | District Developed |
| ESOL Tech & Research Program | WPCSD Technology Assessments | District Developed |
| FIT & AES 1 | WPCSD Performance Assessments | District Developed |
| FITNESS II | WPCSD Performance Assessments | District Developed |

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|--------------------------------|----------------------------------|--------------------|
| Flash Animation | WPCSD Business Assessments | District Developed |
| Forensics Science | WPCSD Science Assessments | District Developed |
| FRENCH 1 | WPCSD LOTE Assessments | District Developed |
| FRENCH 2 | WPCSD LOTE Assessments | District Developed |
| FRENCH 2a | WPCSD LOTE Assessments | District Developed |
| FRENCH 4H | WPCSD LOTE Assessments | District Developed |
| FRENCH AP | WPCSD LOTE Assessments | District Developed |
| FRENCH CONV (F) | WPCSD LOTE Assessments | District Developed |
| FRENCH CONV (S) | WPCSD LOTE Assessments | District Developed |
| Game Design | WPCSD Business Assessments | District Developed |
| General Algebra | WPCSD Math Assessments | District Developed |
| Geo Applications | WPCSD Math Assessments | District Developed |
| Geometry Applications | WPCSD Math Assessments | District Developed |
| GERMAN 1/2 Accelerated | WPCSD LOTE Assessments | District Developed |
| GERMAN 2 | WPCSD LOTE Assessments | District Developed |
| GERMAN 4 H | WPCSD LOTE Assessments | District Developed |
| GERMAN 5 HONORS | WPCSD LOTE Assessments | District Developed |
| GLOB HIST 1H | WPCSD Social Studies Assessments | District Developed |
| GLOB HIST 1R | WPCSD Social Studies Assessments | District Developed |
| Global Studies 1P | WPCSD Social Studies Assessments | District Developed |
| Graphics | WPCSD Performance Assessments | District Developed |
| Health | WPCSD Health Assessments | District Developed |
| Human Rights | WPCSD Social Studies Assessments | District Developed |
| Int Studio in Jewelry Design | WPCSD Performance Assessments | District Developed |
| Intermed Studio in Painting | WPCSD Performance Assessments | District Developed |
| Intermediate Studio Ceramics | WPCSD Performance Assessments | District Developed |
| Intermediate Studio in Drawing | WPCSD Performance Assessments | District Developed |
| Intermediate Studio in Photo | WPCSD Performance Assessments | District Developed |
| Intermediate Studio in Sculp | WPCSD Performance Assessments | District Developed |
| Intro to Coll Write | WPCSD Performance Assessments | District Developed |
| Intro to Math Concepts | WPCSD Math Assessments | District Developed |
| Intro to Studio in Ceramics | WPCSD Performance Assessments | District Developed |
| Intro to Studio in Drawing | WPCSD Performance Assessments | District Developed |
| Intro to Studio in Painting | WPCSD Performance Assessments | District Developed |

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|--------------------------------|----------------------------------|--------------------|
| Intro to Studio in Photo | WPCSD Performance Assessments | District Developed |
| Intro to Studio in Sculpture | WPCSD Performance Assessments | District Developed |
| Intro to Studio Jewelry Design | WPCSD Performance Assessments | District Developed |
| ITALIAN 1 | WPCSD LOTE Assessments | District Developed |
| ITALIAN 2 | WPCSD LOTE Assessments | District Developed |
| Italian 3R | WPCSD LOTE Assessments | District Developed |
| ITALIAN 4 HONORS | WPCSD LOTE Assessments | District Developed |
| ITALIAN CONV. (F) | WPCSD LOTE Assessments | District Developed |
| ITALIAN CONV. (S) | WPCSD LOTE Assessments | District Developed |
| LATIN 4 HONORS | WPCSD LOTE Assessments | District Developed |
| LATIN 5 Advanced Placement | WPCSD LOTE Assessments | District Developed |
| Latino Literature | WPCSD LOTE Assessments | District Developed |
| Legends & Mythology | WPCSD English Assessments | District Developed |
| MARKETING CONCEPTS | WPCSD Business Assessments | District Developed |
| Math Applications 1 | WPCSD Math Assessments | District Developed |
| Math Applications 2 | WPCSD Math Assessments | District Developed |
| Math For Business & Life | WPCSD Math Assessments | District Developed |
| Math SAIL 1 | alternate assessment | District Developed |
| MIXED CHORUS | WPCSD Performance Assessments | District Developed |
| PE SURVEY/A | WPCSD Performance Assessments | District Developed |
| Personal Finance | WPCSD Performance Assessments | District Developed |
| Physics AP(C) | WPCSD Science Assessments | District Developed |
| Pre Calculus Honors | WPCSD Math Assessments | District Developed |
| Pre-Calculus | WPCSD Math Assessments | District Developed |
| Prog. Bas 2 | WPCSD Business Assessments | District Developed |
| Prog.Bas 1 | WPCSD Business Assessments | District Developed |
| PROJECT ADVENTURE | WPCSD Performance Assessments | District Developed |
| Psychology | WPCSD Social Studies Assessments | District Developed |
| Psychology AP | WPCSD Social Studies Assessments | District Developed |
| Sci. Research 3 | WPCSD Science Assessments | District Developed |
| Sci.Research 1 | WPCSD Science Assessments | District Developed |
| Sci.Research 2 | WPCSD Science Assessments | District Developed |
| SCIENCE 3P | WPCSD Science Assessments | District Developed |
| SCIENCE 4P | WPCSD Science Assessments | District Developed |

| | | |
|-------------------------------|----------------------------------|--------------------|
| SCIENCE 5P | WPCSD Science Assessments | District Developed |
| Science SAIL 1 | WPCSD Science Assessments | District Developed |
| Science SAIL 2 | WPCSD English Assessments | District Developed |
| Shakespeare | WPCSD English Assessments | District Developed |
| SOC. ST. 5P | WPCSD Social Studies Assessments | District Developed |
| SOC.ST. 4P | WPCSD Social Studies Assessments | District Developed |
| Social Criticism | WPCSD English Assessments | District Developed |
| Social Studies SAIL 2 | alternate assessment | District Developed |
| Social StudiesSail 1 | alternate assessment | District Developed |
| SPANISH 1 | WPCSD LOTE Assessments | District Developed |
| SPANISH 2 | WPCSD LOTE Assessments | District Developed |
| SPANISH 2a | WPCSD LOTE Assessments | District Developed |
| Spanish 4 Honors | WPCSD LOTE Assessments | District Developed |
| SPANISH CONV(F) | WPCSD LOTE Assessments | District Developed |
| SPANISH CONV(S) | WPCSD LOTE Assessments | District Developed |
| Spanish For Speakers 1 | WPCSD LOTE Assessments | District Developed |
| Spanish For Speakers 2 | WPCSD LOTE Assessments | District Developed |
| Spanish Lang Arts 2 | WPCSD LOTE Assessments | District Developed |
| Spanish Lang Arts 3 | WPCSD LOTE Assessments | District Developed |
| Sports Writng & Lit | WPCSD English Assessments | District Developed |
| ST IN VID.ART 2 | WPCSD Performance Assessments | District Developed |
| Statistics AP | WPCSD Math Assessments | District Developed |
| Strength Training | WPCSD Performance Assessments | District Developed |
| Studio in Advertising Design | WPCSD Performance Assessments | District Developed |
| Studio In Art | WPCSD Performance Assessments | District Developed |
| Studio in Computer Graphics | WPCSD Performance Assessments | District Developed |
| Studio in Fash Design & illus | WPCSD Performance Assessments | District Developed |
| Studio in Printmaking | WPCSD Performance Assessments | District Developed |
| Studio in Video Art 1 | WPCSD Performance Assessments | District Developed |
| SYM ORCH | WPCSD Performance Assessments | District Developed |
| SYMPHONIC BAND | WPCSD Performance Assessments | District Developed |
| Team Sports | WPCSD Performance Assessments | District Developed |
| TV/Video Product | WPCSD Performance Assessments | District Developed |
| US Government & Politcs AP | WPCSD Social Studies Assessments | District Developed |

| | | |
|------------------------------|----------------------------------|--------------------|
| US History 3P | WPCSD Social Studies Assessments | District Developed |
| Web Design | WPCSD Business Assessments | District Developed |
| WPHS CHOIR | WPCSD Performance Assessments | District Developed |
| WPHS Treble Choir | WPCSD Performance Assessments | District Developed |
| 21 CEN COMP ESS | WPCSD Performance Assessments | District Developed |
| Aquatics | WPCSD Performance Assessments | District Developed |
| Math SAIL 2 | alternate assessment | District Developed |
| French 3 R | WPCSD LOTE Assessments | District Developed |
| French 3R-a | WPCSD LOTE Assessments | District Developed |
| Spanish 3 | WPCSD LOTE Assessments | District Developed |
| Spanish 3a | WPCSD LOTE Assessments | District Developed |
| ITALIAN AP | WPCSD LOTE Assessments | District Developed |
| German 3 R | WPCSD LOTE Assessments | District Developed |
| Latin 3 R | WPCSD LOTE Assessments | District Developed |
| ESOL Introduction to Science | WPCSD Science Assessments | District Developed |
| SPANISH AP LANGUAGE | WPCSD LOTE Assessments | District Developed |
| SPAN AP LANGUAGE-NATIVE | WPCSD LOTE Assessments | District Developed |
| ALT PE | alternate assessment | District Developed |
| English 4 College Prep | WPCSD English Assessments | District Developed |
| Advanced Studio in Photo | WPCSD Performance Assessments | District Developed |
| Mandarin 2A | WPCSD LOTE Assessments | District Developed |
| Italian 2A | WPCSD LOTE Assessments | District Developed |
| English 1 R180 | WPCSD English Assessments | District Developed |
| English 1 S44 | WPCSD English Assessments | District Developed |
| English 2 R180 | WPCSD English Assessments | District Developed |
| Intro To Theater | WPCSD English Assessments | District Developed |
| Advanced Theater | WPCSD Performance Assessments | District Developed |
| Video Game Design | WPCSD Performance Assessments | District Developed |
| Entrepreneurship | WPCSD Performance Assessments | District Developed |
| Intro to Engineering Design | WPCSD Technology Assessments | District Developed |
| Aerospace Engineering | WPCSD Technology Assessments | District Developed |
| Bilingual Algebra 9 | WPCSD Math Assessments | District Developed |
| Bilingual Economics | WPCSD Social Studies Assessments | District Developed |
| Bilingual Government | WPCSD Social Studies Assessments | District Developed |

HEDI Bands for Local Scoring

| 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 |
| 99-100% | 97-98% | 95-96% | 92-94% | 88-91% | 85-87% | 82-84% | 79-81% | 76-78% | 73-75% | 71-72% | 67-70% | 64-66% | 60-63% | 57-59% | 53-56% | 49-52% | 45-48% | 40-44% | 31-39% | ≤30 |

20 Point Scoring Band

| Highly Effective | | Effective | | | | | | | Developing | | | | | Ineffective | | |
|------------------|--------|-----------|--------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|-------------|-----|--|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 99-100% | 95-97% | 91-94% | 86-90% | 81-85% | 76-80% | 71-75% | 67-70% | 63-66% | 59-62% | 55-58% | 49-54% | 45-48% | 40-44% | 31-39% | ≤30 | |

15 Point Scoring Band

These scoring bands are used for all grades/subject areas.

Measuring Teacher/Administrator Effect on Student Achievement: Growth as Actual versus Predicted Performance

Prediction Measurement – Living Environment Example

A system developed in the White Plains City School District to measure student growth and inform classroom instruction uses the process of multiple variate regression. This method uses academic histories of students who have previously progressed through the curriculum and scored on a target test. Several scores on earlier department, state or standardized tests are compared statistically to the target test. Each earlier test (variant) is weighted as part of a multi-variate equation that is used to predict scores on a target test. An example using earlier test scores in math, science, social studies and ELA to predict Living Environment scores is given in figure 1. Figure 1 includes a graphical representation of the equation (diagonal line) with actual student data points.

The equation established is used thereafter to predict scores of individual students and groups of students. Actual versus predicted scores then reveal the size and direction of student growth.

Application – Grade 4 Math

Instructional practices benefit and can be adjusted by disaggregating and examining the difference between actual and predicted student performance data. Categories of gender, special education, race/ethnicity, absences, poverty and limited English proficiency (LEP) can be individually analyzed. In figure 2 the graphic shows an outcome for a math 4 class that contains limited English proficiency students (dark circles). The overall performance of the class is significantly below the expected performance using a prediction equation prepared for math 4. Several students who have limited proficiency in English are clearly below expected performance represented as a diagonal line. By another measure, those students have significantly contributed to the group's overall marginal performance as indicated by their position below the line of expected performance.

In figure 3 another math 4 class also has LEP students (dark circles). The performance of these students matches the expected performance (diagonal line) and does not negatively effect the class results, which overall meet the expected performance.

Remediation

For the math class in figure 2 the instruction of LEP students needs to be addressed. Appropriate administrators and the classroom teacher develop a plan for improvement in that class. The math 4 class represented in figure 3 does not require remediation for LEP students. In addition to LEP students, several other categories of students mentioned above are also automatically analyzed to identify sub-groups and their performance.

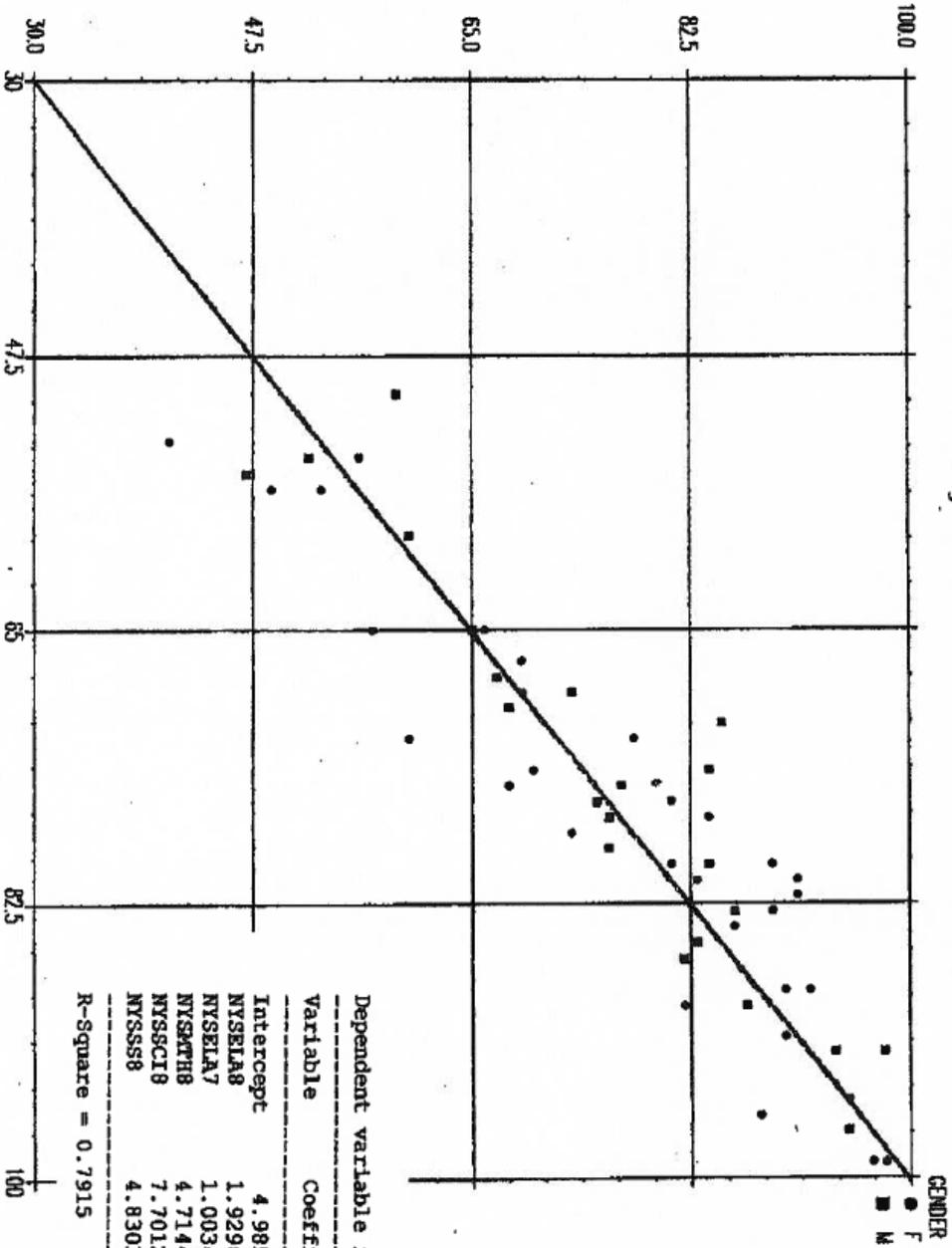
Several elements needed for improvement of student performance include resources, time on task, curriculum design, instructional practices and others. The greatest effect on student performance is related to classroom instruction however, and instruction would be one of the first considerations in any plan for improvement of student performance. Figure 4 is a daily instructional scheme derived from other best practice documents. The

common elements are suited to all parts of the curriculum, but as shown it is particularly suited to science, math and foreign language. For the 4th grade math class, an instructional plan in conjunction with the building administrator and support from the English as a second language (ESL) coordinator would be put in place. Other supportive elements such as time resources and curriculum materials would be considered as well.

Conclusion

Creating an equation that best predicts with accuracy and precision the performance of students on target tests and assessments is the first step in developing an instrument to measure student growth. Using the predictive equation reveals any significant differences between actual and predicted performance (growth). Disaggregating the data by demographic categories allows for pin pointing areas to be targeted for improvement. Putting in place a proven instructional scheme is part of any plan for improvement.

ACTUAL LIVING ENVIRONMENT SCORES



PREDICTED LIVING ENVIRONMENT SCORES

MODEL CREATED FROM EA, URBAN, SCIENCE AND SOCIAL SCIENCES TEST RESULTS IN GRADES 7 AND 8

Figure 1

Figure 2

ACTUAL VS PREDICTED MATH 4 SCORES 2011

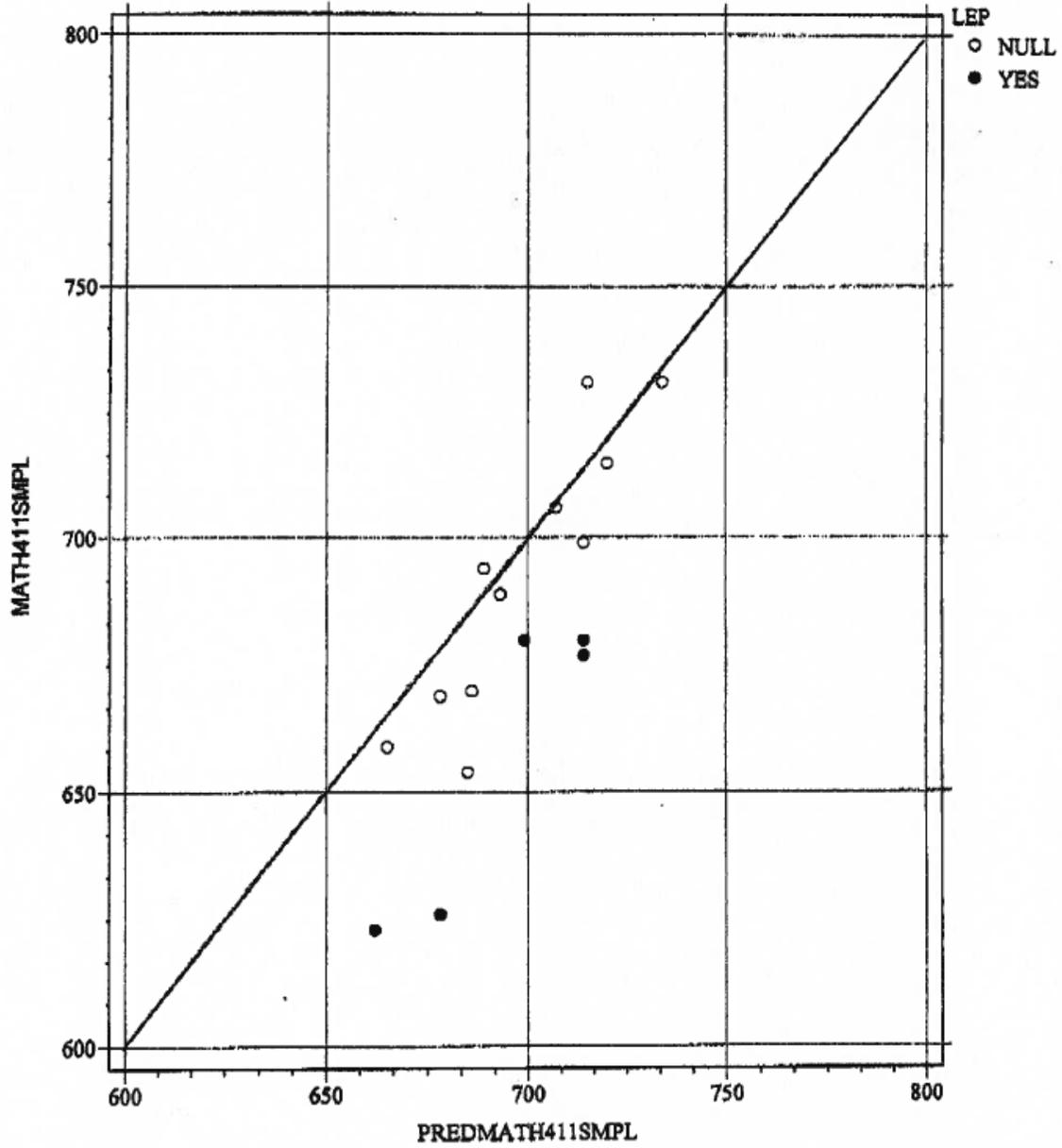


Figure 3

ACTUAL VS PREDICTED MATH 4 SCORES 2011

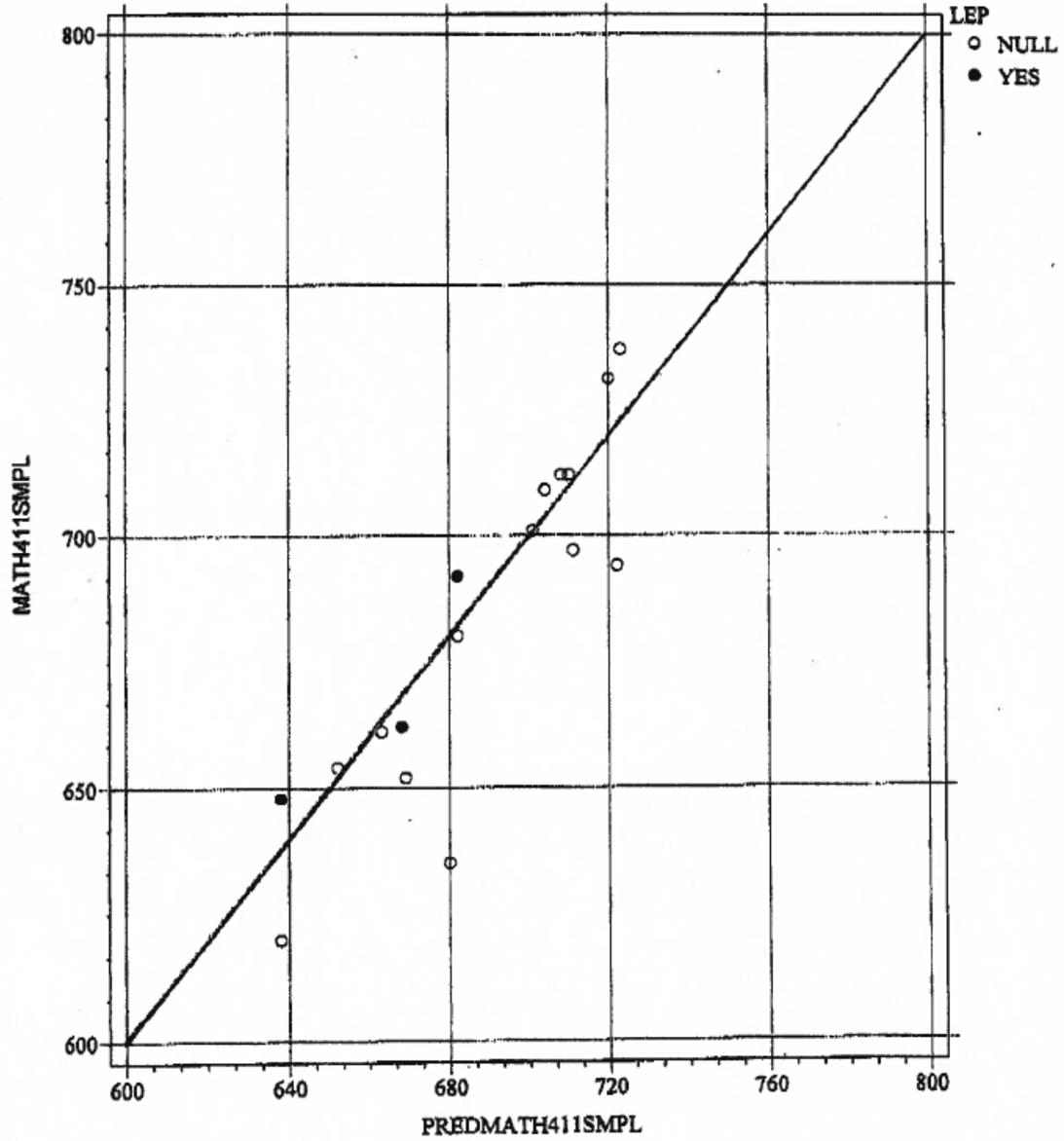


Figure 4

EFFECTIVE DAILY INSTRUCTION

| COMPONENTS | CLARIFICATION | RATIONALE |
|---|---|--|
| 1. Post objective as "students will be able to" (SWBAT) | Use actionable verbs: graph, explain, draw, list, label, compare, analyze, apply... | Establishes, maintains focus |
| 2. Use a hook | Refer to an earlier lesson, common experience, topical issue... Tell a joke, story... Display a picture, graph, movie clip... Play music... | Creates desired state of mind |
| 3. Choose a teaching, modeling strategy | Demonstrate, lecture, role play... Use a guest speaker... Employ a game or competition Use a Smart Board... Have a debate... | Employs the most effective learning environment |
| 4. Check for understanding | Ask questions/ have students respond with signals... Use whiteboards... Have students perform at board... Check work at desks... | Confirms student knowledge. Informs teacher to continue or modify lesson |
| 5. Summarize | Have students recount and apply key concepts | Consolidates information |
| 6. Assign homework | Have students invest in homework (5 minutes before end of class) | Improves chances for completion of HW; makes HW do-able |
| (Next day) | | |
| 7. Check HW Award points Review HW | Choose a point system | Makes HW important. Creates discipline and routine in studies |
| 8. Administer quiz Combine quiz and HW points | Quiz based on HW, HW acts as reference | Connects HW to quiz |

**White Plains Public School Central School District
Plan to Assist Tenured Teachers**
The document will be placed in the teacher's personnel file.

Teacher Improvement Plan (TIP):

Teaching Assignment: _____

Administrator(s): _____

Date of Collaborative Meeting: _____

Purpose of the Teacher Improvement Plan (TIP): To identify professional concerns that have become evident in the classroom and/or school, and to provide detailed expectations and support strategies.

Statement of Concern: Provide details about the concern(s) that required a TIP.

Statement of Expected Outcomes: Provide expected outcomes for change. Determine how the expectations can be assessed.

Statement of Corrective Strategies: Provide methods by which improvement can be achieved. This section should include the teacher's and administrator's work toward improving instruction.

Statement of Observation Plan: Provide expectations for future observations (formal and informal).

Statement of Support Provided: Provide details regarding assistance to teacher.

Statement of Timeline: Provide a detailed timeline with proposed benchmarks for improvement.

Domain I: Planning and Preparation

Use language from the reflective rubric to write in elements of the domain in the corresponding boxes.

| Concern(s) | Expected Outcome(s) | Corrective Strategies | Observation Plan Elements | Support Provided | Timeline |
|------------|---------------------|-----------------------|---------------------------|------------------|----------|
| • | • | • | • | • | • |

Domain II: The Classroom Environment

Use language from the reflective rubric to write in elements of the domain in the corresponding boxes.

| Concern(s) | Expected Outcome(s) | Corrective Strategies | Observation Plan Elements | Support Provided | Timeline |
|------------|---------------------|-----------------------|---------------------------|------------------|----------|
| . | . | . | . | . | . |

Domain III: Instruction

Use language from the reflective rubric to write in elements of the domain in the corresponding boxes.

| Concern(s) | Expected Outcome(s) | Corrective Strategies | Observation Plan Elements | Support Provided | Timeline |
|------------|---------------------|-----------------------|---------------------------|------------------|----------|
| . | . | . | . | . | . |

Domain IV: Professional Responsibilities

Use language from the reflective rubric to write in elements of the domain in the corresponding boxes.

| Concern(s) | Expected Outcome(s) | Corrective Strategies | Observation Plan Elements | Support Provided | Timeline |
|------------|---------------------|-----------------------|---------------------------|------------------|----------|
| . | . | . | . | . | . |

Examples of Improvement Strategies

Elements to be included in the sections can be taken from the examples listed below:

- Observations
- Participate in team visits of other schools
- Attend workshops/professional development (in house, or other)
- Review journals/ articles/ websites related to teaching and learning
- Maintain journal entries/ reflective rubric
- Dialogue with supervisor related to successful teaching practices
- Conduct teacher visits in other schools
- Interact with mentor/ other teachers
- Participate in training for areas in need of improvement
- Review successful teaching practices

Examples of Evidence of Improvement

- Monthly Reflective statement by teacher/ Reflective rubric
- Brief narrative of any informal observation
- Formal Observations (minimum) beyond the required amount
- Data monitoring: teacher responsibility for student progress
- Other

Signatures (to be signed after a collaborative conference with stakeholders):

Signature denotes an understanding of an agreement to elements of the TIP

Date:

Teacher: _____

Principal/Coordinator: _____

Assistant Superintendent: _____

WPTA Representative: _____

Other Comments: _____

| 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 |
| 99- 100% | 97- 98% | 95- 96% | 92- 94% | 88- 91% | 85- 87% | 82- 84% | 79- 81% | 76- 78% | 73- 75% | 71- 72% | 67- 70% | 64- 66% | 60- 63% | 57- 59% | 53- 56% | 49- 52% | 45- 48% | 40- 44% | 31- 39% | ≤30 |

HEDI Bands for Local Scoring

| 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 |
| 99-100% | 97-98% | 95-96% | 92-94% | 88-91% | 85-87% | 82-84% | 79-81% | 76-78% | 73-75% | 71-72% | 67-70% | 64-66% | 60-63% | 57-59% | 53-56% | 49-52% | 45-48% | 40-44% | 31-39% | ≤30 |

20 Point Scoring Band

| Highly Effective | | Effective | | | | | | | Developing | | | | | Ineffective | | |
|------------------|--------|-----------|--------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|-------------|-----|--|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 99-100% | 95-97% | 91-94% | 86-90% | 81-85% | 76-80% | 71-75% | 67-70% | 63-66% | 59-62% | 55-58% | 49-54% | 45-48% | 40-44% | 31-39% | ≤30 | |

15 Point Scoring Band

These scoring bands are used for all grades/subject areas.

HEDI Bands for Local Scoring

| 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 |
| 99-100% | 97-98% | 95-96% | 92-94% | 88-91% | 85-87% | 82-84% | 79-81% | 76-78% | 73-75% | 71-72% | 67-70% | 64-66% | 60-63% | 57-59% | 53-56% | 49-52% | 45-48% | 40-44% | 31-39% | ≤30 |

20 Point Scoring Band

| Highly Effective | | Effective | | | | | | | Developing | | | | | Ineffective | | |
|------------------|--------|-----------|--------|--------|--------|--------|--------|--------|------------|--------|--------|--------|--------|-------------|-----|--|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 99-100% | 95-97% | 91-94% | 86-90% | 81-85% | 76-80% | 71-75% | 67-70% | 63-66% | 59-62% | 55-58% | 49-54% | 45-48% | 40-44% | 31-39% | ≤30 | |

15 Point Scoring Band

These scoring bands are used for all grades/subject areas.

**White Plains Public School Central School District
Plans to Assist Tenured Principals**
The document will be placed in the principal's personnel file.

Principal Improvement Plan (PIP):

Principal Name: _____
 School Building: _____
 Date of Collaborative Meeting: _____

Purpose of the Principal Improvement Plan (PIP): To indicate professional concerns that have become evident and to provide detailed expectations and support strategies.

Statement of Concern: Provide details about the concern(s) that required a PIP.

Statement of Expected Outcomes: Provide expected outcomes for change. Determine how the expectations can be assessed.

Statement of Corrective Strategies: Provide methods by which improvement can be achieved.

Statement of Observation Plan: Provide expectations for future observations.

Statement of Support Provided: Provide details regarding assistance to principal

Statement of Timeline: Provide a detailed timeline with proposed benchmarks for improvement

High Standards for Student Learning

| Concern(s) | Expected Outcome(s) | Corrective Strategies | Observation Plan | Support Provided | Timeline |
|------------|---------------------|-----------------------|------------------|------------------|----------|
| . | . | . | . | . | . |

Rigorous Curriculum

| Concern(s) | Expected Outcome(s) | Corrective Strategies | Observation Plan | Support Provided | Timeline |
|------------|---------------------|-----------------------|------------------|------------------|----------|
| . | . | . | . | . | . |

Quality Instruction

| Concern(s) | Expected Outcome(s) | Corrective Strategies | Observation Plan | Support Provided | Timeline |
|------------|---------------------|-----------------------|------------------|------------------|----------|
| . | . | . | . | . | . |

Culture of Learning and Professional Behavior

| Concern(s) | Expected Outcome(s) | Corrective Strategies | Observation Plan | Support Provided | Timeline |
|------------|---------------------|-----------------------|------------------|------------------|----------|
| . | . | . | . | . | . |

Connections to External Communities

| Concern(s) | Expected Outcome(s) | Corrective Strategies | Observation Plan | Support Provided | Timeline |
|------------|---------------------|-----------------------|------------------|------------------|----------|
| . | . | . | . | . | . |

Performance Accountability

| Concern(s) | Expected Outcome(s) | Corrective Strategies | Observation Plan | Support Provided | Timeline |
|------------|---------------------|-----------------------|------------------|------------------|----------|
| . | . | . | . | . | . |

Examples of Improvement Strategies

- Elements to be included in the sections can be taken from the examples listed below:
- Outcomes and observations:
- Participate in team visits of other schools
- Attend workshops/professional development (in house, or other)
- Assess journals/ articles/ websites related to school leadership
- Maintain journal entries/ reflective rubric
- Dialogue with supervisor related to successful leadership practices
- Conduct building observations in other schools
- Interact with mentor/ other administrators
- Participate in training for areas in need of improvement
- Review successful building practices

Examples of Evidence of Improvement

- Monthly Reflective statement by principal and/or supervisor
- Brief narrative of any informal observation
- Two Formal Observations (minimum)
- Data monitoring – principal responsibility for student progress
- Reflective rubric
- Other

Signatures (to be signed after a collaborative conference with Superintendent /Designee and Principal):

Signature denotes an understanding of an agreement to elements of the PIP

Date

Principal _____

Superintendent/ Assistant Superintendent: _____

ASA Representative: _____

Other Comments: _____

- 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:

8/16/12



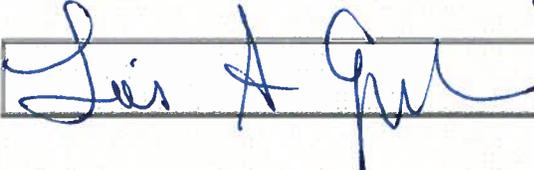
Teachers Union President Signature: Date:

8/14/2012



Administrative Union President Signature: Date:

8/16/2012



Board of Education President Signature: Date:

8/16/2012

