



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

Commissioner of Education
President of the University of the State of New York
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January 7, 2013

John Wiktorko, Superintendent
Windham-Ashland-Jewett Central School District
Main Street, P.O. Box 429
Windham, NY 12496

Dear Superintendent Wiktorko:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Nicholas Savin

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, July 12, 2012

Updated Friday, December 21, 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 : 191401040000

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

191401040000

1.2) School District Name: WINDHAM-ASHLAND-JEWETT CSD

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

WINDHAM-ASHLAND-JEWETT CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

-
- Governor's Management Efficiency 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 Friday, October 05, 2012
Updated Monday, January 07, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-2; 54-0% meeting approved SLO goal

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	WAJ District developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	WAJ District developed 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.

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.	Growth score expectations are determined during a collaborative conference between a school district administrator designee and the teacher and finalized by the Assistant Superintendent for Curriculum and Instruction. Baseline student performance is determined by administering the grade and subject appropriate assessment. HEDI determination is based on student growth on the final assessment, with HEDI based on meeting or exceeding the targets outlined below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-2; 54-0% meeting approved SLO goal

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	WAJ District developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	WAJ District developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	WAJ District developed 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.

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.	Growth score expectations are determined during a collaborative conference between a school district administrator designee and the teacher and finalized by the Assistant Superintendent for Curriculum and Instruction. Baseline student performance is determined by administering the grade and subject appropriate assessment. HEDI determination is based on student growth on the final assessment, with HEDI based on meeting or exceeding the targets outlined below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District goals for similar students.	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below District goals for similar students.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2; 54-0% meeting approved SLO goal

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	WAJ District developed Global 1 Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth score expectations are determined during a collaborative conference between a school district administrator designee and the teacher and finalized by the Assistant Superintendent for Curriculum and Instruction. Baseline student performance is determined by administering the grade and subject appropriate assessment. HEDI determination is based on student growth on the final assessment, with HEDI based on meeting or exceeding the targets outlined below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District goals for similar students.	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below District goals for similar students.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2; 54-0% meeting approved SLO goal

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth score expectations are determined during a collaborative conference between a school district administrator designee and the teacher and finalized by the Assistant Superintendent for Curriculum and Instruction. Baseline student performance is determined by administering the grade and subject appropriate assessment. HEDI determination is based on student growth on the final assessment, with HEDI based on
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	meeting or exceeding the targets outlined below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District goals for similar students.	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below District goals for similar students.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2; 54-0% meeting approved SLO goal

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.	Growth score expectations are determined during a collaborative conference between a school district administrator designee and the teacher and finalized by the Assistant Superintendent for Curriculum and Instruction. Baseline student performance is determined by administering the grade and subject appropriate assessment. HEDI determination is based on student growth on the final assessment, with HEDI based on meeting or exceeding the targets outlined below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District goals for similar students.	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below District goals for similar students.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2; 54-0% meeting approved SLO goal

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	WAJ District developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WAJ District developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYSED ELA 11 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.	Growth score expectations are determined during a collaborative conference between a school district administrator designee and the teacher and finalized by the Assistant Superintendent for Curriculum and Instruction. Baseline student performance is determined by administering the grade and subject appropriate assessment. HEDI determination is based on student growth on the final assessment, with HEDI based on meeting or exceeding the targets outlined below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District goals for similar students.	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below District goals for similar students.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2; 54-0% meeting approved SLO goal

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
French 7	District, Regional or BOCES-developed	WAJ District developed French 7 Assessment
French II	District, Regional or BOCES-developed	WAJ District developed French II Assessment
French III	District, Regional or BOCES-developed	WAJ District developed French III Assessment
Spanish 7	District, Regional or BOCES-developed	WAJ District developed Spanish 7 Assessment

Spanish I	District, Regional or BOCES-developed	WAJ District developed Spanish II Assessment
Spanish II	District, Regional or BOCES-developed	WAJ District developed Spanish II Assessment
Technology 7	District, Regional or BOCES-developed	WAJ District developed Technology 7 Assessment
Technology 8	District, Regional or BOCES-developed	WAJ District developed Technology 8 Assessment
Art 1	District, Regional or BOCES-developed	WAJ District developed Art 1 Assessment
Art 2	District, Regional or BOCES-developed	WAJ District developed Art 2 Assessment
Participation in Government	District, Regional or BOCES-developed	WAJ District developed P.I.G. Assessment
Physical Education I	District, Regional or BOCES-developed	WAJ District developed Physical Education Elementary I Assessment
Physical Education II	District, Regional or BOCES-developed	WAJ District developed Physical Education High School II Assessment
Economics	District, Regional or BOCES-developed	WAJ District developed Economics Assessment
Health	District, Regional or BOCES-developed	WAJ District developed Health Assessment
Studio Art	District, Regional or BOCES-developed	WAJ District developed Studio Art Assessment
Ceramics	District, Regional or BOCES-developed	WAJ District developed Ceramics Assessment
Band Music	District, Regional or BOCES-developed	WAJ District developed Band Music Assessment
Choral Music	District, Regional or BOCES-developed	WAJ District developed Choral Music Assessment
Accounting	District, Regional or BOCES-developed	WAJ District developed Accounting Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth score expectations are determined during a collaborative conference between a school district administrator designee and the teacher and finalized by the Assistant Superintendent for Curriculum and Instruction. Baseline student performance is determined by administering the grade and subject appropriate assessment. HEDI determination is based on student growth on the final assessment, with HEDI based on meeting or exceeding the targets outlined below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District goals for similar students.	9-17; 89-65% meeting approved SLO goal

Developing (3 - 8 points) Results are below District goals for similar students.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2; 54-0% meeting approved SLO goal

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/5364/189657-TXEttx9bQW/WAJCSD APPR Teacher Summary HEDI Scoring Conversion Charts Final 2012-13 1-6-13.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

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

3. Local Measures (Teachers)

Created Friday, October 05, 2012
Updated Monday, January 07, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Acuity Grade 4 ELA
5	4) State-approved 3rd party assessments	Acuity Grade 5 ELA
6	4) State-approved 3rd party assessments	Acuity Grade 6 ELA
7	4) State-approved 3rd party assessments	Acuity Grade 7 ELA
8	4) State-approved 3rd party assessments	Acuity Grade 8 ELA

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.	For each specific grade and/or subject assessment utilized, to meet the achievement target outlined, HEDI points will be assigned based on the aggregate number of students meeting the specified achievement target of 80% passing at a grade of 65% or higher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15; 100-66%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13; 65-40%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7-3; 39-21% meeting
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2; 20-0% meeting

3.2) Grades 4-8 Math

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

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

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.	For each specific grade and/or subject assessment utilized, to meet the achievement target outlined, HEDI points will be assigned based on the aggregate number of
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graphic at 3.3, below.	students meeting the specified achievement target of 80% passing at a grade of 65% or higher (see chart).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15; 100-66%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13; 65-40%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-7; 39-21%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2; 20-0%

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	WAJ District-Developed Grade K ELA Assessment
1	7) Student Learning Objectives	WAJ District-Developed Grade 1 ELA Assessment
2	7) Student Learning Objectives	WAJ District-Developed Grade 2 ELA Assessment
3	7) Student Learning Objectives	WAJ District-Developed Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A district approved SLO will be developed that outlines meeting a rigorous student performance goal, where 80% passing at 65% will result in a HEDI designation of effective (see HEDI tables for further elaboration).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20; 100-90% meeting approved SLO goal
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2; 54-0% meeting approved SLO goal

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	7) Student Learning Objectives	WAJ District-Developed Grade K Math Assessment
1	7) Student Learning Objectives	WAJ District-Developed Grade 1 Math Assessment
2	7) Student Learning Objectives	WAJ District-Developed Grade 2 Math Assessment
3	7) Student Learning Objectives	WAJ District-Developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A district approved SLO will be developed that outlines meeting a rigorous student performance goal, where 80% passing at 65% will result in a HEDI designation of effective, with 13 points (see HEDI tables for further elaboration).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20; 100-90% meeting approved SLO goal
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	9-17; 89-65% meeting approved SLO goal

for grade/subject.	
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2; 54-0% meeting approved SLO goal

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	7) Student Learning Objectives	WAJ District-Developed Grade 6 Science Assessment
7	7) Student Learning Objectives	WAJ District-Developed Grade 7 Science Assessment
8	7) Student Learning Objectives	WAJ District-Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A district approved SLO will be developed that outlines meeting a rigorous student performance goal, where 80% passing at 65% will result in a HEDI designation of effective, with 13 points (see HEDI tables for further elaboration).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2; 54-0% meeting approved SLO goal

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
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6	7) Student Learning Objectives	WAJ District-Developed Grade 6 Social Studies Assessment
7	7) Student Learning Objectives	WAJ District-Developed Grade 7 Social Studies Assessment
8	7) Student Learning Objectives	WAJ District-Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A district approved SLO will be developed that outlines meeting a rigorous student performance goal, where 80% passing at 65% will result in a HEDI designation of effective, with 13 points (see HEDI tables for further elaboration).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2; 54-0% meeting approved SLO goal

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	7) Student Learning Objectives	WAJ District-Developed Global 1 Assessment
Global 2	7) Student Learning Objectives	WAJ District-Developed Global 2 Assessment
American History	7) Student Learning Objectives	WAJ District-Developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A district approved SLO will be developed that outlines meeting a rigorous student performance goal, where 80% passing at 65% will result in a HEDI designation of effective, with 13 points (see HEDI tables for further elaboration).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2; 54-0% meeting approved SLO goal

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	7) Student Learning Objectives	WAJ District-Developed Living Environment Assessment
Earth Science	7) Student Learning Objectives	WAJ District-Developed Earth Science Assessment
Chemistry	7) Student Learning Objectives	WAJ District-Developed Chemistry Assessment
Physics	7) Student Learning Objectives	WAJ District-Developed Physics Assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A district approved SLO will be developed that outlines meeting a rigorous student performance goal, where 80% passing at 65% will result in a HEDI designation of effective, with 13 points (see HEDI tables for further elaboration).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20; 100-90% meeting approved SLO goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8; 64-55% meeting approved SLO goal
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17; ; 89-65% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2; 54-0% meeting approved SLO goal

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	7) Student Learning Objectives	WAJ District-Developed Algebra 1 Assessment
Geometry	7) Student Learning Objectives	WAJ District-Developed Geometry Assessment
Algebra 2	7) Student Learning Objectives	WAJ District-Developed Algebra 2 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A district approved SLO will be developed that outlines meeting a rigorous student performance goal, where 80% passing at 65% will result in a HEDI designation of effective, with 13 points (see HEDI tables for further elaboration).
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2; 54-0% meeting approved SLO goal

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	7) Student Learning Objectives	WAJ District-Developed Grade 9 ELA Assessment
Grade 10 ELA	7) Student Learning Objectives	WAJ District-Developed Grade 10 ELA Assessment
Grade 11 ELA	7) Student Learning Objectives	WAJ District-Developed Grade 11 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A district approved SLO will be developed that outlines meeting a rigorous student performance goal, where 80% passing at 65% will result in a HEDI designation of effective, with 13 points (see HEDI tables for further elaboration).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17; 89-65% meeting approved SLO goal

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. 3-8; 64-55% meeting approved SLO goal

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. 0-2; 54-0% meeting approved SLO goal

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
French 7	7) Student Learning Objectives	WAJ District Developed French 7 Assessment
French II	7) Student Learning Objectives	WAJ District Developed French II Assessment
French III	7) Student Learning Objectives	WAJ District Developed French III Assessment
Spanish 7	7) Student Learning Objectives	WAJ District Developed Spanish 7 Assessment
Spanish I	7) Student Learning Objectives	WAJ District Developed Spanish I Assessment
Spanish II	7) Student Learning Objectives	WAJ District Developed Spanish II Assessment
Technology 7	7) Student Learning Objectives	WAJ District Developed Technology 7 Assessment
Technology 8	7) Student Learning Objectives	WAJ District Developed Technology 8 Assessment
Art 1	7) Student Learning Objectives	WAJ District Developed Art 1 Assessment
Art 2	7) Student Learning Objectives	WAJ District Developed Art 2 Assessment
Participation in Government	7) Student Learning Objectives	WAJ District Developed P.I.G. Assessment
Physical Education I	7) Student Learning Objectives	WAJ District Developed Physical Education I Assessment
Physical Education II	7) Student Learning Objectives	WAJ District Developed Physical Education II Assessment
Economics	7) Student Learning Objectives	WAJ District Developed Economics Assessment
Health	7) Student Learning Objectives	WAJ District Developed Health Assessment
Studio Art	7) Student Learning Objectives	WAJ District Developed Studio Art Assessment
Ceramics	7) Student Learning Objectives	WAJ District Developed Ceramics Assessment
Band Music	7) Student Learning Objectives	WAJ District Developed Band Music Assessment

Choral Music	7) Student Learning Objectives	WAJ District Developed Choral Music Assessment
Accounting	7) Student Learning Objectives	WAJ District Developed Accounting Assessment

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

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

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.	A district approved SLO will be developed that outlines meeting a rigorous student performance goal, where 80% passing at 65% will result in a HEDI designation of effective, with 13 points (see HEDI tables for further elaboration).
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	18-20; 100-90% meeting approved SLO goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17; 89-65% meeting approved SLO goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8; 64-55% meeting approved SLO goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2; 54-0% meeting approved SLO goal

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

(No response)

3.13) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/189671-y92vNseFa4/WAJCSD APPR Teacher Summary HEDI Scoring Conversion Charts Final 2012-13 1-6-13.docx](#)

3.14) Locally Developed Controls

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

(No response)

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.

Scores for teachers receiving more than one locally selected measure will have all of the scores added and averaged into one score for HEDI determination.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, October 05, 2012
Updated Monday, January 07, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

I. Annual Evaluation of Teachers

Using the Marshall Rubric, an evaluated teacher receives between one to four points for each of the ten sub-areas within the six domains. Points are added and averaged to generate an aggregate score, which is converted to a weighted HEDI score. Announced observations account for 20 points, unannounced observations account for 11 points, for a total of 31 points possible in this section. The remaining 29 points are comprised on a Teacher Professional Performanc Portfolio and Self-Evaluation, which are described in this section.

A. All teachers shall be observed and evaluated based upon the APPR procedures and instruments contained herein. This agreement

shall cover the period of September 1, 2012 to June 30, 2013. The district will implement all requirements of Education Law §3012-c in either (a) a successor agreement or (b) a revised and board-approved APPR plan on or before October 15, 2012.

B. All classroom teachers shall be evaluated annually based on four (4) performance levels of proficiency as follows: Highly Effective, Effective, Developing or Ineffective.

C. A minimum of two (2) observations will be performed on each teacher per year. At least one observation shall be announced and one observation shall be unannounced. The District shall use the Marshall Teacher Evaluation Rubric, unless otherwise modified by written agreement between the WAJTA and WAJCSD.

D. Anecdotal observations may be conducted and documented either formally or verbally with each teacher.

E. Announced classroom observations shall follow a clinical observation model as follows:

i. The evaluator will hold a pre-conference meeting prior to the classroom observation.

ii. Each observation shall be for a minimum of thirty (30) minutes in length, or the required time needed to observe the domain to be evaluated.

iii. The evaluator will consider scheduled observations a priority and will cancel them only in the event of an emergency.

iv. The evaluator will hold a post-conference meeting following the classroom observation to discuss the strengths and/or weaknesses of the lesson observed.

v. Generally, the certified evaluator will present to the teacher a written evaluation of the observation within 10 school days of the observed lesson.

vi. A final written evaluation will be prepared and placed in the teacher's personnel file with a copy for the teacher.

vii. Regardless of number, all announced observations shall be averaged together and the mean value shall be converted and recorded into the appropriate HEDI score.

viii. Informal, anecdotal evaluations may be conducted, not requiring the detailed process above. Nothing above precludes flexible informal evaluations and administrative interaction with a teacher in a special situation.

F. Unannounced classroom observations shall follow the following guidelines:

i. The evaluator will use the district approved unannounced evaluation form (WAJ Evaluation Form).

ii. Each unannounced observation shall be for a minimum of five (5) minutes in length.

iii. Generally, the evaluator will present to the teacher a written evaluation of the observation within 10 school days of the observed lesson.

iv. The evaluator will schedule a post-observation meeting following the unannounced observation to discuss the strengths/weaknesses of the lesson observed.

v. Regardless of number, all unannounced observations shall be averaged together and the mean value shall be converted and recorded into the appropriate HEDI score.

vi. Informal evaluations may be conducted, not requiring the detailed process above. Nothing above precludes flexible informal evaluations and administrative interaction with a teacher in a special situation.

G. To aid the evaluator and teacher in matters of objectivity, announced classroom observations may be audio recorded or video recorded. If the observation is recorded, a copy of the recording will be provided to the teacher either prior to or during the post-observation conference.

H. All aspects of teacher effectiveness shall be evaluated on a composite point scale with a range of zero to one-hundred points based on performance within four categories as follows:

i. Student Growth on State Assessments or Other Comparable Measures (20 points)

Twenty (20) points of a teacher's composite rating shall be based upon the teacher's Student Growth Percentile Score (SGP) on state assessments in English language arts and/or mathematics in grades four through 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and mathematics 4-8) will be assigned by the State Education Department on June 15, 2012 or as soon as possible thereafter. Based upon the assigned Student Growth Percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with Section 100.0(o) of The Commissioner's Regulations.

The district-approved SLO template (WAJ Student Learning Objective Form) will be used in the development of student learning objectives. An initial SLO meeting will be scheduled with the lead evaluator and teacher prior to November 1st. Final approval of the SLO for each course that a teacher is responsible for teaching will be provided in writing by the lead evaluator. Teachers may be required to revise their SLO until final approval is granted. In the event that final approval is not granted, the district shall define the authorized SLO for the year.

ii. *Locally Selected Measures of Student Achievement (20 points)*

The District will measure student achievement on any or all district-wide locally selected measures for use in teacher evaluations. In general, the locally selected measures will examine target skills identified at each grade level. These district-developed achievement measures and/or NYSED approved third-party assessments may be administered from once to eight times per year, depending on the assessment used and district need. An appendix outlining each approved course and locally selected measure of student achievement shall be created by October 1st of each year.

iii. *Formal Announced Observation Using the Marshall Teacher Evaluation Rubric (20 points)*

Evaluations of teachers are to be based on multiple measures, aligned with the New York State Teaching Standards. Teacher performance will be assessed using the Marshall Teacher rubric. As such, teachers shall be specifically evaluated on:

- *Standard 3: Instructional Practice (Marshall Rubric Domain A and C)*
- *Standard 4: Learning Environment (Marshall Rubric Domain B)*
- *Standard 5: Assessment for Student Learning (Marshall Rubric Domain D)*

During the pre-observation conference, the evaluator shall determine one element of focus from each of the Teacher Standards listed above.

Evaluators and lead evaluators may also evaluate teachers on:

- *Standard 1: Knowledge of Students Student Learning (Marshall Rubric Domain A)*
- *Standard 2: Knowledge of Content and Instructional Planning (Marshall Rubric Domain A)*
- *Standard 6: Professional Responsibilities and Collaboration (Marshall Rubric Domain E)*
- *Standard 7: Professional Growth (Marshall Rubric Domain F) during formal observations*

Using the Marshall Teacher Evaluation Rubric, the evaluator shall determine the performance of the teacher and outline findings on the WAJ Teacher Evaluation Form.

iv. *Formal, Unannounced Observations (11 points)*

Unannounced evaluations of teachers are to be based on multiple measures, aligned with the New York State Teaching Standards. Teacher performance will be assessed using The Unannounced Observation Form. As such, teachers shall be specifically evaluated on:

- *Standard 1: Knowledge of Students Student Learning (Marshall Rubric Domain A)*
- *Standard 2: Knowledge of Content and Instructional Planning (Marshall Rubric Domain A)*
- *Standard 3: Instructional Practice (Marshall Rubric Domain A)*
- *Standard 4: Learning Environment (Marshall Rubric Domain B)*
- *Standard 5: Assessment for Student Learning (Marshall Rubric Domain D)*
- *Standard 6: Professional Responsibilities and Collaboration (Marshall Rubric Domain E)*
- *Standard 7: Professional Growth during formal observations (Marshall Rubric Domain F)*

v. *Professional Evidence Portfolio (29 points: 20 for the Portfolio, 9 based on the Marshall Rubric Self-Evaluation)*

The Professional Evidence Portfolio is an opportunity for teachers to catalogue and record artifacts of professional practice not easily observed during a formal observation. By November 1st of each school year, the evaluator and/or lead evaluator will determine the goals and parameters of the professional evidence portfolio.

The total point value assigned to the professional evidence portfolio shall be twenty (29) points, with 20 points dedicated to the outlined elements determined by the evaluator and nine points from a teacher self-evaluation; these points will be assigned using the rubric, based on a 1-4 scale (HEDI).

The Professional Evidence Portfolio will consist of artifacts and evidence of professional competence/growth in the following areas:

- *Standard 1: Knowledge of Students Student Learning (Marshall Rubric Domain A)*
- *Standard 2: Knowledge of Content and Instructional Planning (Marshall Rubric Domain A)*
- *Standard 6: Professional Responsibilities and Collaboration (Marshall Rubric Domain E)*
- *Standard 7: Professional Growth during formal observations (Marshall Rubric Domain F)*

Additionally, the Professional Evidence Portfolio will assess the following:

- Evidence of Attendance and Participation in District developed and/or assigned professional development and meetings (including data, grade-level, faculty meetings).
- Evidence of Attendance and Participation in District scheduled parent-teacher conferences, routine written and verbal communication and feedback for parents regarding performance, growth and goals.
- Evidence of timely and rich written and verbal communication and feedback for students regarding performance, growth and goals.
- Evidence of timely and accurate data submission using District identified technology and timelines (including grades, reports, data verification, NYSED required data).
- Evidence of effective, accurate and relevant annual, unit and individual lesson planning and submission as required by the District.
- Evidence of effective, professional instructional technology use in the classroom.

The total point value assigned to the Professional Evidence Portfolio shall be twenty (20) points, with no more than five (5) points possible for each element, with no more than five portfolio element goals identified annually.

The completed Professional Evidence Portfolio shall be submitted to district officials upon request of the appropriate district administrator during the month of May annually. The District may require periodic reviews of the Professional Evidence Portfolio with the teacher to ensure appropriate progress.

Professional Evidence Portfolio: Self-Evaluation

Each teacher shall submit a completed Professional Evidence Portfolio Self Evaluation, which shall examine each domain of the Marshall Teacher Evaluation Rubric. The teacher shall affix a score based on their performance, up to twice per year, and will submit the completed self evaluation no later than June 1st of each year. The Professional Evidence Portfolio Self Evaluation shall be reviewed by an evaluator in consultation with the teacher. If significant discrepancies between the self-evaluation and the established administrator's evaluation(s) exist, the teacher may be required to resubmit an updated self-evaluation that addresses the concerns of the evaluator. The evaluator must assign the final the self-evaluation HEDI score for the district.

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/5091/189665-eka9yMJ855/WAJCSD APPR Teacher Summary HEDI Scoring Conversion Charts Final 2012-13 1-6-13.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	60-51 points earned by demonstrating highly effective performance on the areas evaluated (observations, portfolio, self-evaluation), based on the Marshall Rubric and NYS teaching standards.
Effective: Overall performance and results meet NYS Teaching Standards.	50-28 points earned by demonstrating effective performance on the areas evaluated (observations, portfolio, self-evaluation), based on the Marshall Rubric and NYS teaching standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	27-11 points earned by demonstrating developing performance on the areas evaluated (observations, portfolio, self-evaluation), based on the Marshall Rubric and NYS teaching standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	10-0 points earned by demonstrating ineffective performance on the areas evaluated (observations, portfolio, self-evaluation), based on the Marshall Rubric and NYS teaching standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	60-51
Effective	50-28
Developing	27-11
Ineffective	10-0

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	1
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Friday, October 05, 2012

Updated Wednesday, October 31, 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 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	60-51
Effective	50-28
Developing	27-11
Ineffective	10-0

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, October 05, 2012
Updated Friday, December 21, 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/5265/189680-Df0w3Xx5v6/WAJ APPR TIP Form with TIP Progress Form 9-6-12.docx](#)

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:

A. Appeals of teacher evaluations must be made formally in writing within ten (10) business days of receipt of the completed evaluation when a tenured teacher has been rated "I", ineffective, on his/her composite HEDI score and under the follow conditions:

- 1. Failure of the evaluator/evaluation to adhere to the APPR plan*
- 2. Failure of the evaluator/evaluation to adhere to the Commissioner's regulations applicable to the APPR process*

3. Failure of the evaluator/evaluation to adhere to the tenets of Education Law Section 3012-c

B. Within fifteen (15) business days of the appeal, the evaluator or administrator responsible for the issuance of the teacher improvement plan must submit a detailed written response to the appeal.

C. After reviewing the original evaluation/teacher improvement plan, the teacher appeal and the evaluator/administrator response, the superintendent of schools shall convene an informal hearing to allow all parties to be heard on the matter within fifteen (15) business days receiving the appeal.

D. A final written decision on the merits of the appeal shall be rendered by the superintendent no later than thirty (30) business days from the date upon which the teacher filed his/her appeal.

E. The superintendent's decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal.

F. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect or order a new evaluation if the procedures have been violated. New evaluations shall be conducted within thirty (30) business days of the Superintendent's decision.

G. A copy of the decision shall be provided to the teacher and the evaluator/administrator.

H. All teacher evaluation appeal decisions made by the Superintendent shall be final.

I. Teachers shall have the opportunity to have a representative of the WAJTA present during an appeal meeting.

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.

II. Evaluators and Lead Evaluators

A. An evaluator is any individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. An evaluator may be a principal or other trained administrator.

The District will ensure that all evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by properly credentialed personnel. Evaluator training will replicate the recommended SED model certification process per Education Law §3012-c regulations. This training will include the following elements:

- New York State Teaching Standards*
- Evidence-based observation methods*
- Application and use of Student Growth Percentile and Value Added Growth Model data*
- Application and use of the Marshall teacher evaluation rubric*
- Use of Statewide Instructional Reporting System*
- Scoring methodology used to evaluate teachers*
- Specific considerations in evaluating teachers of English language learners and students with disabilities.*

B. A lead evaluator is the primary person responsible for a teacher's evaluation. Typically, the lead evaluator is the person who completes and signs the summative annual professional performance review. To the extent possible, the assistant superintendent, building principal or his/her designee should be the lead evaluator of a classroom teacher.

The District will ensure that all lead evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by properly credentialed personnel. Evaluator training will occur regionally and will replicate the recommended SED model certification process per Education Law §3012-c regulations. This training will include the following elements:

- New York State Teaching Standards*
- Evidence-based observation methods*
- Application and use of Student Growth Percentile and/or Value Added Growth Model data*
- Application and use of the Marshall teacher evaluation rubric*

- *Application and use of any assessment tools used to evaluate teachers*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers*
- *Specific considerations in evaluating teachers of English language learners and students with disabilities.*

C. The District's process for certifying and recertifying lead evaluators and for maintaining inter-rater reliability:

The Board of Education, upon presentation of evidence that a lead evaluator has satisfactorily completed appropriate evaluator training (as detailed above) shall certify the evaluator as qualified to conduct Annual Professional Performance Review evaluations. Once each year thereafter, the Board of Education shall review and recertify lead evaluators for the district.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, October 05, 2012
Updated Friday, December 21, 2012

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

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

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

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

k-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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.	No Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(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 Friday, October 05, 2012
Updated Monday, January 07, 2013

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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-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4-year Cohort Graduation Rate

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.	If an approved value-added growth measure is available, 15% of the total HEDI score shall be based on student achievement by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. Cohort Graduation Rate shall be used during the 2012-13 school year, with at least 90% of all eligible seniors meeting graduation requirements and earning a diploma, following the conversion rubric (see attachment).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15; 100-90% cohort graduation rate
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13; 89-65% cohort graduation rate
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-7; 64-55% cohort graduation rate

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. 0-2; 54-0% cohort graduation rate

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/5366/189688-qBFVOWF7fC/WAJCSD Summary Principal HEDI Scoring Conversion Charts Final 2012-13 1-6-13.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
k-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4-year Cohort Graduation Rate

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.	When an approved value-added measure of student growth is not available, 20% of the total HEDI score shall be based on student achievement by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. Cohort Graduation Rate shall be used during the 2012-13 school year, with at least 90% of all eligible seniors meeting graduation requirements and earning a diploma, following the conversion rubric (see attachment).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20; 100-90% cohort graduation rate
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17; 89-65% cohort graduation rate
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-9; 64-55% cohort graduation rate

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. 0-2; 54-0% cohort graduation rate

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/5366/189688-T8MIGWUVm1/WAJCSD Summary Principal HEDI Scoring Conversion Charts Final 2012-13.docx

8.3) Locally Developed Controls

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

(No response)

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.

(No response)

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
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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
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9. Other Measures of Effectiveness (Principals)

Created Wednesday, October 31, 2012

Updated Wednesday, January 02, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	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	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The District shall use the Multi-Dimensional Principal Performance Rubric (MPPR), which implements the ISLLC standards. The principal shall receive at least one formal, written observation, in which performance shall be supported by direct and/or indirect observation of action or artifacts that meet the ISLLC standards and measured by the MPPR. The principal shall collect evidence of meeting the requirements of the MPPR and present such evidence periodically during the school year. All artifact collection and submission will be required no later than May 1st of each year. The final subcomponent score shall be assigned by the superintendent or his designee.

Each of the MPDR domains are rated on a 1-4 scale; the score generated for each domain is averaged and then converted into a 0 to 60 HEDI rating as outlined in the conversion chart.

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/5143/212700-pMADJ4gk6R/WAJCSD Summary Principal HEDI Scoring Conversion Charts Final 2012-13.docx](#)

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.	60-51 points will be earned for a principal with overall performance and results that exceed local and ISLLC standards, as evidenced by performance measured using the approved evaluation rubric.
Effective: Overall performance and results meet standards.	50-28 points will be earned for a principal with overall performance and results that meet local and ISLLC standards, as evidenced by performance measured using the approved evaluation rubric.
Developing: Overall performance and results need improvement in order to meet standards.	27-11 points will be earned for a principal with overall performance and results that needs improvement in order to meet local and ISLLC standards, as evidenced by performance measured using the approved evaluation rubric.

Ineffective: Overall performance and results do not meet standards.

10-0 points will be assigned for a principal that does not meet local and ISLLC standards, as evidenced by performance measured using the approved evaluation rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60-51
Effective	50-28
Developing	27-11
Ineffective	10-0

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, October 22, 2012

Updated Wednesday, October 31, 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	60-51
Effective	50-28
Developing	27-11
Ineffective	10-0

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, October 31, 2012

Updated Friday, December 21, 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/5276/212589-Df0w3Xx5v6/WAJ APPR PIP Form with PIP Progress Form Final.docx](#)

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:

Appeal Process
A. Appeals of principal evaluations must be made formally in writing within ten (10) business days of receipt of the completed evaluation when a tenured principal has been rated "I", ineffective, on his/her composite HEDI score and under the follow conditions:

- I. Failure of the evaluator/evaluation to adhere to the APPR plan*
- II. Failure of the evaluator/evaluation to adhere to the Commissioner's regulations applicable to the APPR process*

III. Failure of the evaluator/evaluation to adhere to the tenets of Education Law Section 3012-c

B. Within fifteen (15) business days of the appeal, the evaluator or administrator responsible for the issuance of the principal improvement plan must submit a detailed written response to the appeal to the Superintendent.

C. After reviewing the original evaluation/principal improvement plan, the principal appeal and the evaluator/administrator response, the superintendent of schools shall convene an informal hearing to allow all parties to be heard on the matter. At the discretion of the superintendent, a district-selected third-party or alternative appeal officer (assistant superintendent) may be designated to hear the case.

D. A final written decision on the merits of the appeal shall be rendered by the superintendent no later than thirty (30) business days from the date upon which the principal filed his/her appeal.

E. The superintendent's decision, or that of the district approved appeal officer, shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal.

F. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect or order a new evaluation if the procedures have been violated. New evaluations shall be conducted within thirty (30) business days of the Superintendent's decision.

G. A copy of the decision shall be provided to the principal and the evaluator/administrator.

H. All principal evaluation appeal decisions made by the Superintendent or his designee shall be final.

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.

Evaluators and Lead Evaluators of Principals

A. An evaluator is any individual who conducts an evaluation of a principal, including any person who conducts an observation or assessment as part of a teacher evaluation. An evaluator may be a principal or other trained administrator.

The District will ensure that all evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by properly credentialed personnel. Evaluator training will replicate the recommended SED model certification process per Education Law §3012-c regulations. This training will include the following elements:

- *New York State Teaching Standards*
- *Evidence-based observation methods*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the Marshall teacher evaluation rubric*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers*
- *Specific considerations in evaluating teachers of English language learners and students with disabilities.*

B. A lead evaluator is the primary person responsible for a principal's evaluation. Typically, the lead evaluator is the person who completes and signs the summative annual professional performance review. To the extent possible, the assistant superintendent, building principal or his/her designee should be the lead evaluator of a classroom teacher.

The District will ensure that all lead evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by properly credentialed personnel. Evaluator training will occur regionally and will replicate the recommended SED model certification process per Education Law §3012-c regulations. This training will include the following elements:

- *New York State Teaching Standards*
- *Evidence-based observation methods*
- *Application and use of Student Growth Percentile and/or Value Added Growth Model data*
- *Application and use of the Marshall teacher evaluation rubric*
- *Application and use of any assessment tools used to evaluate teachers*

- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers*
- *Specific considerations in evaluating teachers of English language learners and students with disabilities.*

C. The District's process for certifying and recertifying lead evaluators and for maintaining inter-rater reliability:

The Board of Education, upon presentation of evidence that a lead evaluator has satisfactorily completed appropriate evaluator training (as detailed above) shall certify the evaluator as qualified to conduct Annual Professional Performance Review evaluations. Once each year thereafter, the Board of Education shall review and recertify lead evaluators for the district. Training will be conducted annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, July 12, 2012

Updated Monday, January 07, 2013

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/5581/151114-3Uqgn5g9Iu/Joint Certification of APPR Plan Revised 1-7-13.pdf](assets/survey-uploads/5581/151114-3Uqgn5g9Iu/Joint%20Certification%20of%20APPR%20Plan%20Revised%201-7-13.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.

WAJCSD HEDI Conversion Tables (2012-13) Teacher Evaluation Final

Composite HEDI Rating Chart	
Highly Effective	100-91 points
Effective	90-75 points
Developing	74-65 points
Ineffective	64-0 points

Announced Observation Overall HEDI Rating Chart	
Highly Effective	20-18 points
Effective	17-9 points
Developing	8-3 points
Ineffective	2-0 points

Unannounced Observation Overall HEDI Rating Chart	
Highly Effective	11-10 points
Effective	7-9 points
Developing	6-4 points
Ineffective	3-0 points

60% HEDI Rating Chart	
Highly Effective	60-51 points
Effective	50-28 points
Developing	27-11 points
Ineffective	10-0 points

Professional Performance Portfolio Overall HEDI Rating Chart	
Highly Effective	20-18 points
Effective	17-9 points
Developing	8-3 points
Ineffective	2-0 points

Professional Performance Portfolio: Self Evaluation Overall HEDI Rating Chart	
Highly Effective	9-8 points
Effective	7-6 points
Developing	5-4 points
Ineffective	3-0 points

HEDI Scoring	20% HEDI Score Conversation Chart																				
	The conversation chart below will be used in translating the percentage of students meeting the standard into a HEDI score for that component of the APPR plan.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100	99-95	94-90	89-88	87-86	85-84	83-82	81-80	79-77	76-73	72-69	68-65	64	63-62	61-60	59-58	57-56	55	54-37	36-19	18-0

15% HEDI Score Conversation Chart for 4-8 ELA and Math Teachers

The conversation chart below will be used in translating the percentage of students meeting the standard into a HEDI score for that component of the APPR plan.

HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-85	84-66	65-60	59-56	55-52	51-48	47-44	43-40	39-35	34-32	31-29	28-25	24-21	20-11	10-1	0

60 Point Conversation Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-10		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
Developing 27-11		
1.092		11
1.100		12
1.108		13

1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
Effective (50-28)		
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39

1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
1.5		50
Highly Effective (60-51)		
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
2.5		57
2.6		57
2.7		57
2.8		57
2.9		58
3		58

3.1		58
3.2		58
3.3		58
3.4		58
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

WAJCSD HEDI Conversion Tables (2012-13) Teacher Evaluation Final

Composite HEDI Rating Chart	
Highly Effective	100-91 points
Effective	90-75 points
Developing	74-65 points
Ineffective	64-0 points

Announced Observation Overall HEDI Rating Chart	
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Effective	17-9 points
Developing	8-3 points
Ineffective	2-0 points

Unannounced Observation Overall HEDI Rating Chart	
Highly Effective	11-10 points
Effective	7-9 points
Developing	6-4 points
Ineffective	3-0 points

60% HEDI Rating Chart	
Highly Effective	60-51 points
Effective	50-28 points
Developing	27-11 points
Ineffective	10-0 points

Professional Performance Portfolio Overall HEDI Rating Chart	
Highly Effective	20-18 points
Effective	17-9 points
Developing	8-3 points
Ineffective	2-0 points

Professional Performance Portfolio: Self Evaluation Overall HEDI Rating Chart	
Highly Effective	9-8 points
Effective	7-6 points
Developing	5-4 points
Ineffective	3-0 points

HEDI Scoring	20% HEDI Score Conversation Chart																				
	The conversation chart below will be used in translating the percentage of students meeting the standard into a HEDI score for that component of the APPR plan.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100	99-95	94-90	89-88	87-86	85-84	83-82	81-80	79-77	76-73	72-69	68-65	64	63-62	61-60	59-58	57-56	55	54-37	36-19	18-0

15% HEDI Score Conversation Chart for 4-8 ELA and Math Teachers

The conversation chart below will be used in translating the percentage of students meeting the standard into a HEDI score for that component of the APPR plan.

HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100- 85	84- 66	65- 60	59- 56	55- 52	51- 48	47- 44	43- 40	39- 35	34- 32	31- 29	28- 25	24- 21	20- 11	10- 1	0

60 Point Conversation Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-10		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
Developing 27-11		
1.092		11
1.100		12
1.108		13

1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
Effective (50-28)		
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39

1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
1.5		50
Highly Effective (60-51)		
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
2.5		57
2.6		57
2.7		57
2.8		57
2.9		58
3		58

3.1		58
3.2		58
3.3		58
3.4		58
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

WAJCSD HEDI Conversion Tables (2012-13) Teacher Evaluation Final

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Highly Effective	11-10 points
Effective	7-9 points
Developing	6-4 points
Ineffective	3-0 points

60% HEDI Rating Chart	
Highly Effective	60-51 points
Effective	50-28 points
Developing	27-11 points
Ineffective	10-0 points

Professional Performance Portfolio Overall HEDI Rating Chart	
Highly Effective	20-18 points
Effective	17-9 points
Developing	8-3 points
Ineffective	2-0 points

Professional Performance Portfolio: Self Evaluation Overall HEDI Rating Chart	
Highly Effective	9-8 points
Effective	7-6 points
Developing	5-4 points
Ineffective	3-0 points

HEDI Scoring	20% HEDI Score Conversation Chart																				
	The conversation chart below will be used in translating the percentage of students meeting the standard into a HEDI score for that component of the APPR plan.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100	99-95	94-90	89-88	87-86	85-84	83-82	81-80	79-77	76-73	72-69	68-65	64	63-62	61-60	59-58	57-56	55	54-37	36-19	18-0

15% HEDI Score Conversation Chart for 4-8 ELA and Math Teachers

The conversation chart below will be used in translating the percentage of students meeting the standard into a HEDI score for that component of the APPR plan.

HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100- 85	84- 66	65- 60	59- 56	55- 52	51- 48	47- 44	43- 40	39- 35	34- 32	31- 29	28- 25	24- 21	20- 11	10- 1	0

60 Point Conversation Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-10		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
Developing 27-11		
1.092		11
1.100		12
1.108		13

1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
Effective (50-28)		
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39

1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
1.5		50
Highly Effective (60-51)		
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
2.5		57
2.6		57
2.7		57
2.8		57
2.9		58
3		58

3.1		58
3.2		58
3.3		58
3.4		58
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

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Effective	17-9 points
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Highly Effective	11-10 points
Effective	7-9 points
Developing	6-4 points
Ineffective	3-0 points

60% HEDI Rating Chart	
Highly Effective	60-51 points
Effective	50-28 points
Developing	27-11 points
Ineffective	10-0 points

Professional Performance Portfolio Overall HEDI Rating Chart	
Highly Effective	20-18 points
Effective	17-9 points
Developing	8-3 points
Ineffective	2-0 points

Professional Performance Portfolio: Self Evaluation Overall HEDI Rating Chart	
Highly Effective	9-8 points
Effective	7-6 points
Developing	5-4 points
Ineffective	3-0 points

HEDI Scoring	20% HEDI Score Conversation Chart																				
	The conversation chart below will be used in translating the percentage of students meeting the standard into a HEDI score for that component of the APPR plan.																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100	99-95	94-90	89-88	87-86	85-84	83-82	81-80	79-77	76-73	72-69	68-65	64	63-62	61-60	59-58	57-56	55	54-37	36-19	18-0

15% HEDI Score Conversation Chart for 4-8 ELA and Math Teachers

The conversation chart below will be used in translating the percentage of students meeting the standard into a HEDI score for that component of the APPR plan.

HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100- 85	84- 66	65- 60	59- 56	55- 52	51- 48	47- 44	43- 40	39- 35	34- 32	31- 29	28- 25	24- 21	20- 11	10- 1	0

60 Point Conversation Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-10		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
Developing 27-11		
1.092		11
1.100		12
1.108		13

1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
Effective (50-28)		
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39

1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
1.5		50
Highly Effective (60-51)		
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
2.5		57
2.6		57
2.7		57
2.8		57
2.9		58
3		58

3.1		58
3.2		58
3.3		58
3.4		58
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

Windham-Ashland-Jewett Central School District Teacher Improvement Plan (TIP)

Instructions: All teachers receiving an overall composite score rating of *Ineffective* or *Developing* on their Annual Professional Performance Review will receive a Teacher improvement Plan on or before October 1st of the school year.

Date:

Name:

Position:

This plan term extends from _____ to _____.

Areas of Needed Improvement

1. A copy of the Teacher Evaluation Form used in the observation shall be affixed to this form.
2. List of Standards, Elements and Indicators Rated Ineffective:

Standard	Element	Indicator	Rating

Plan for Making Improvement

Plan of Action	Time Frame	Teacher's Responsibilities	Administrator's Responsibilities	How Improvement will be Assessed

Administrative Summary Statement or Comments (optional):

Administrator Signature:

Date of Signature:

Teacher Comments (optional):

Teacher Signature:

Date of Signature:

Final Determination of TIP Completion

Was the Teacher Improvement Plan completed as outlined above? Yes or No

If No, outline next steps:

Teacher Signature:

Date of Signature:

Administrator Signature:

Date of Signature:

TIP Progress Report Form

It is expected that progress report meetings be conducted to monitor the progress of meeting the requirements of this Teacher Improvement Plan. Regular meetings should be scheduled to discuss each area of needed improvement and steps being made toward meet the outlined goals and to identify necessary modifications to the plan.

Instructions: This form is to be completed by the administrator and reviewed with the teacher during regular meetings to monitor and assess progress toward outlined targets.

Date of Progress Meeting	Areas of Needed Improvement	Status of Action Plan	Names of Meeting Attendees	Satisfactory Progress (Yes or No)	Plan Modifications Outlined (as needed)

Administrative Comments with Date of Entry:

WAJCSD HEDI Conversion Tables (2012-13) Principal Evaluation

60% HEDI Rating Chart	
Highly Effective	60-51 points
Effective	50-28 points
Developing	27-11 points
Ineffective	10-0 points

20% Comparable Growth Overall HEDI Rating Chart*	
Highly Effective	20-18 points
Effective	17-9 points
Developing	8-3 points
Ineffective	2-0 points
<i>*no approved V-A Measure</i>	

20% Locally-Selected Overall HEDI Rating Chart*	
Highly Effective	20-18 points
Effective	17-9 points
Developing	8-3 points
Ineffective	2-0 points
<i>*no approved V-A Measure</i>	

Composite HEDI Rating Chart	
Highly Effective	100-91 points
Effective	90-75 points
Developing	74-65 points
Ineffective	64-0 points

25% Comparable Growth Overall HEDI Rating Chart**	
Highly Effective	22-25 points
Effective	10-21 points
Developing	3-9 points
Ineffective	0-2 points
<i>**with approved V-A Measure</i>	

15% Locally-Selected Overall HEDI Rating Chart**	
Highly Effective	14-15 points
Effective	8-13 points
Developing	3-7 points
Ineffective	0-2 points
<i>**with approved V-A Measure</i>	

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)																	
The conversation chart below will be used in translating the percentage of students meeting the rigorous standard into a HEDI score for that component of the APPR plan.																	
HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE			
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
	100-95	94-90	89-86	85-82	81-78	77-74	73-70	69-65	64	63	62	61	60-55	54-50	49-1	0	

HEDI Scoring	20% HEDI Score Conversation Chart																				
	The conversation chart below will be used in translating the percentage of students meeting the rigorous standard into a HEDI score for that component of the APPR plan.																				
	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
100	99-95	94-90	89-88	87-86	85-84	83-82	81-80	79-77	76-73	72-69	68-65	64	63-62	61-60	59-58	57-56	55	54-37	36-19	18-0	

60-point Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-10		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10

Developing 27-11

1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
Effective (50-28)		
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34

1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
1.5		50
Highly Effective (60-51)		
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56

2.5		57
2.6		57
2.7		57
2.8		57
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

20% HEDI Score Conversation Chart

The conversation chart below will be used in translating the percentage of students meeting the rigorous standard into a HEDI score for that component of the APPR plan.

HEDI 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
100	99-95	94-90	89-88	87-86	85-84	83-82	81-80	79-77	76-73	72-69	68-65	64	63-62	61-60	59-58	57-56	55	54-37	36-19	18-0

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12

1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38

1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57

2.8		57
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

Windham-Ashland-Jewett Central School District Principal Improvement Plan (PIP)

Instructions: A building principal receiving an overall composite score rating of *Ineffective* or *Developing* on their Annual Professional Performance Review will receive a Principal Improvement Plan on or before October 1st of the school year.

Date:

Name:

Position:

This plan term extends from _____ to _____.

Areas of Needed Improvement

1. A copy of the Principal Evaluation Form used in the observation shall be affixed to this form.
2. List of Standards, Elements and Indicators Rated Ineffective:

Standard	Element	Indicator	Rating

Plan for Making Improvement

Plan of Action	Time Frame	Principal's Responsibilities	Reviewer's Responsibilities	How Improvement will be Assessed

Administrative Summary Statement or Comments (optional):

Administrator/Reviewer Signature:

Date of Signature:

Principal Comments (optional):

Principal Signature:

Date of Signature:

Final Determination of PIP Completion

Was the Principal Improvement Plan completed as outlined above? Yes or No

If No, outline next steps:

Principal Signature:

Date of Signature:

Administrator/Reviewer Signature:

Date of Signature:

PIP Progress Report Form

It is expected that progress report meetings be conducted to monitor the progress of meeting the requirements of this Principal Improvement Plan. Regular meetings should be scheduled to discuss each area of needed improvement and steps being made toward meet the outlined goals and to identify necessary modifications to the plan.

Instructions: This form is to be completed by the administrator/ reviewer and reviewed with the teacher during regular meetings to monitor and assess progress toward outlined targets.

Date of Progress Meeting	Areas of Needed Improvement	Status of Action Plan	Names of Meeting Attendees	Satisfactory Progress (Yes or No)	Plan Modifications Outlined (as needed)

Administrative Comments with Date of Entry:

20% HEDI Score Conversation Chart

The conversation chart below will be used in translating the percentage of students meeting the rigorous standard into a HEDI score for that component of the APPR plan.

HEDI 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
100	99-95	94-90	89-88	87-86	85-84	83-82	81-80	79-77	76-73	72-69	68-65	64	63-62	61-60	59-58	57-56	55	54-37	36-19	18-0

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12

1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38

1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57

2.8		57
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		59
3.9		60
4		60

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

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

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

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

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

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

Signatures, dates

Superintendent Signature:

Date:

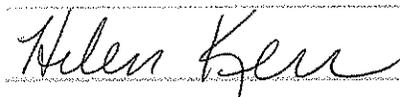
1/7/13



Teachers Union President Signature:

Date:

1/7/13



Administrative Union President Signature:

Date:

1/7/13



Board of Education President Signature:

Date:

1/7/13

