



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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June 14, 2013

James P. Dexter, Superintendent  
Washington-Saratoga-Warren-Hamilton-Essex BOCES  
1153 Burgoyne Avenue, Suite 2  
Fort Edward, NY 12828

Dear Superintendent Dexter:

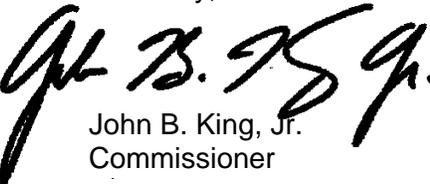
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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 Monday, May 07, 2012

Updated Thursday, May 09, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

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

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

649000000000

#### 1.2) School District Name:

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

WASHING-SARA-WAR-HAMLTN-ESSEX BOCES

#### 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):

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, May 14, 2012

Updated Friday, June 14, 2013

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	TerraNova 3
1	State-approved 3rd party assessment	TerraNova 3
2	State-approved 3rd party assessment	TerraNova 3

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Students will be given a pre-test at the beginning of the year to establish a baseline. Using that baseline data, teachers, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based upon the percentage of students meeting or exceeding

	their individual growth targets. The BOCES has a goal that 80% of students will meet or exceed their growth targets. See uploaded document 2.11 HEDI Table
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For K-3 ELA, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For K-3 ELA, the expectation is that 67-89% of the students meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For K-3 ELA, the expectation is that 54-66% of the students meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For K-3 ELA, the expectation is that 0-53% of the students meet the target set for a teacher to be ineffective.

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	TerraNova 3
1	State-approved 3rd party assessment	TerraNova 3
2	State-approved 3rd party assessment	TerraNova 3

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test at the beginning of the year to establish a baseline. Using that baseline data, teachers, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based upon the percentage of students meeting or exceeding their individual growth targets. The BOCES has a goal that 80% of students will meet or exceed their growth targets. See uploaded document 2.11 HEDI Table
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For K-3 Math, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For K-3 Math, the expectation is that 67-89% of the students meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For K-3 Math, the expectation is that 54-66% of the students meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For K-3 Math, the expectation is that 0-53% of the students meet the target set for a teacher to be ineffective.

## 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	State-approved 3rd party assessment	TerraNova 3
7	State-approved 3rd party assessment	TerraNova 3

	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.	Students will be given a pre-test at the beginning of the year to establish a baseline. Using that baseline data, teachers, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based upon the percentage of students meeting or exceeding their individual growth targets. The BOCES has a goal that 80% of students will meet or exceed their growth targets. See uploaded document 2.11 HEDI Table
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For 6-8 science, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For 6-8 science, the expectation is that 67-89% of the students meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For 6-8 science, the expectation is that 54-66% of the students meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For 6-8 science, the expectation is that 0-53% of the students meet the target set for a teacher to be ineffective.

## 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	State-approved 3rd party assessment	TerraNova 3
7	State-approved 3rd party assessment	TerraNova 3
8	State-approved 3rd party assessment	TerraNova 3

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.	Students will be given a pre-test at the beginning of the year to establish a baseline. Using that baseline data, teachers, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based upon the percentage of students meeting or exceeding their individual growth targets. The BOCES has a goal that 80% of students will meet or exceed their growth targets. See uploaded document 2.11 HEDI Table
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For 6-8 social studies, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For 6-8 social studies, the expectation is that 67-89% of the students meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For 6-8 social studies, the expectation is that 54-66% of the students meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For 6-8 social studies, the expectation is that 0-53% of the students meet the target set for a teacher to be ineffective.

## 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	State-approved 3rd party assessment	TerraNova 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test at the beginning of the year to establish a baseline. Using that baseline data, teachers, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based upon the percentage of students meeting or exceeding their individual growth targets. The BOCES has a goal that 80% of students will meet or exceed their growth targets. See uploaded document 2.11 HEDI Table
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Social Studies Regents courses, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.

Effective (9 - 17 points) Results meet District goals for similar students.	For High School Social Studies Regents courses, the expectation is that 67-89% of the students meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Social Studies Regents courses, the expectation is that 54-66% of the students meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Social Studies Regents courses, the expectation is that 0-53% of the students meet the target set for a teacher to be ineffective.

## 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	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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.	Students will be given a pre-test at the beginning of the year to establish a baseline. Using that baseline data, teachers, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based upon the percentage of students meeting or exceeding their individual growth targets. The BOCES has a goal that 80% of students will meet or exceed their growth targets. See uploaded document 2.11 HEDI Table
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Science Regents courses, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Science Regents courses, the expectation is that 67-89% of the students meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Science Regents courses, the expectation is that 54-66% of the students meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Science Regents courses, the expectation is that 0-53% of the students meet the target set for a teacher to be ineffective.

## 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	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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.	Students will be given a pre-test at the beginning of the year to establish a baseline. Using that baseline data, teachers, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based upon the percentage of students meeting or exceeding their individual growth targets. The BOCES has a goal that 80% of students will meet or exceed their growth targets. See uploaded document 2.11 HEDI Table
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Math Regents courses, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Math Regents courses, the expectation is that 67-89% of the students meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Math Regents courses, the expectation is that 54-66% of the students meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Math Regents courses, the expectation is that 0-53% of the students meet the target set for a teacher to be ineffective.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	TerraNova 3
Grade 10 ELA	State approved 3rd party assessment	TerraNova 3
Grade 11 ELA	Regents assessment	Regents in Comprehensive English

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.	Students will be given a pre-test at the beginning of the year to establish a baseline. Using that baseline data, teachers, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based upon the percentage of students meeting or exceeding their individual growth targets. The BOCES has a goal that 80% of students will meet or exceed their growth targets. See uploaded document 2.11 HEDI Table
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School ELA Regents courses, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School ELA Regents courses, the expectation is that 67-89% of the students meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School ELA Regents courses, the expectation is that 54-66% of the students meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School ELA Regents courses, the expectation is that 0-53% of the students meet the target set for a teacher to be ineffective.

## 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
Physical Education	District, Regional or BOCES-developed	WSWHE BOCES – Regionally developed K-12 Physical Education Assessments
Art	District, Regional or BOCES-developed	WSWHE BOCES – REgionally developed K-12 Art Assessments
Music	District, Regional or BOCES-developed	WSWHE BOCES – Regionally developed K-12 Music Assessments
Foreign Language	District, Regional or BOCES-developed	Foreign Language Association Developed - Checkpoint A Spanish Assessment
Health	District, Regional or BOCES-developed	WSWHE BOCES – Locally developed 9-12 Health Assessment
Writing	State-approved 3rd party assessment	TerraNova 3
Science Foundations	State-approved 3rd party assessment	TerraNova 3
Reading Development	State-approved 3rd party assessment	TerraNova 3
Participation in Government	State-approved 3rd party assessment	TerraNova 3

Math Foundations	State-approved 3rd party assessment	TerraNova 3
Living Environment Year 1	State-approved 3rd party assessment	TerraNova 3
Social Studies Foundations	State-approved 3rd party assessment	TerraNova 3
Job Skills	District, Regional or BOCES-developed	WSWHE BOCES – Locally developed 9-12 Job Skills Assessment
Geometry (non-Regents)	State-approved 3rd party assessment	TerraNova 3
Environmental Science	State-approved 3rd party assessment	TerraNova 3
ELA Foundations	State-approved 3rd party assessment	TerraNova 3
ELA 12	State-approved 3rd party assessment	TerraNova 3
Economics	State-approved 3rd party assessment	TerraNova 3
Earth Science (Non-Regents)	State-approved 3rd party assessment	TerraNova 3
Algebra 1 Year 1	State-approved 3rd party assessment	TerraNova 3

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.	Students will be given a pre-test at the beginning of the year to establish a baseline. Using that baseline data, teachers, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based upon the percentage of students meeting or exceeding their individual growth targets. The BOCES has a goal that 80% of students will meet or exceed their growth targets. See uploaded document 2.11 HEDI Table
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For all other courses, the expectation is that 90-100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For all other courses, the expectation is that 67-89% of the students meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For all other courses, the expectation is that 54-66% of the students meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For all other courses, the expectation is that 0-53% of the students meet the target set for a teacher to be ineffective.

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)

## 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/5364/129069-TXEttx9bQW/2 11 HEDI Table rev 3-28-13.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.

The BOCES will not make any adjustments, controls, or other special considerations when setting targets for Comparable Growth Measures.

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked

2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Monday, May 14, 2012

Updated Friday, June 14, 2013

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#### Page 1

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

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

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

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

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

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

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

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

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:*

Measures based on:

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teacher, in collaboration with the principal, will set an achievement target for the class. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement target. A corresponding 0-15 HEDI score will be determined using the uploaded HEDI conversion chart in task 3.3. In the event that value added is not approved by the Board of Regents, use the conversion chart in task 3.13.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 ELA, the expectation is that 90-100% of the students will meet the achievement target set for a teacher to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 ELA, the expectation is that 67-89% of the students meet the achievement target set for a teacher to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 ELA, the expectation is that 54-66% of the students meet the achievement target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 ELA, the expectation is that 0-53% of the students meet the achievement target set for a teacher to be ineffective.

### 3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teacher, in collaboration with the principal, will set an achievement target for the class. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement target. A corresponding 0-15 HEDI score will be determined using the uploaded HEDI conversion chart in task 3.3. In the event that value added is not approved by the Board of Regents, use the conversion chart in task 3.13.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 Math, the expectation is that 90-100% of the students will meet the achievement target set for a teacher to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 Math, the expectation is that 67-89% of the students meet the achievement target set for a teacher to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 Math, the expectation is that 54-66% of the students meet the achievement target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades 4-8 Math, the expectation is that 0-53% of the students meet the achievement target set for a teacher to be ineffective.

### 3.3) HEDI Tables or Graphics

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

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

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

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:*

Measures based on:

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

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

be determined locally

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

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

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

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

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher, in collaboration with the principal, will set an achievement target for the class. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement target. A corresponding 0-20 HEDI score will be determined using the uploaded HEDI conversion chart in task 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA, the expectation is that 90-100% of the students will meet the achievement target set for a teacher to be considered highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA, the expectation is that 67-89% of the students meet the achievement target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA, the expectation is that 54-66% of the students meet the achievement target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA, the expectation is that 0-53% of the students meet the achievement target set for a teacher to be ineffective.

### 3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher, in collaboration with the principal, will set an achievement target for the class. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement target. A corresponding 0-20 HEDI score will be determined using the uploaded HEDI conversion chart in task 3.13.
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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.	For K-3 Math, the expectation is that 90-100% of the students will meet the achievement target set for a teacher to be considered highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Math, the expectation is that 67-89% of the students meet the achievement target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Math, the expectation is that 54-66% of the students meet the achievement target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Math, the expectation is that 0-53% of the students meet the achievement target set for a teacher to be ineffective.

### 3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher, in collaboration with the principal, will set an achievement target for the class. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement target. A corresponding 0-20 HEDI score will be determined using the uploaded HEDI conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science, the expectation is that 90-100% of the students will meet the achievement target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science, the expectation is that 67-89% of the students meet the achievement target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science, the expectation is that 54-66% of the students meet the achievement target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science, the expectation is that 0-53% of the students meet the achievement target set for a teacher to be ineffective.

### 3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher, in collaboration with the principal, will set an achievement target for the class. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement target. A corresponding 0-20 HEDI score will be determined using the uploaded HEDI conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies, the expectation is that 90-100% of the students will meet the achievement target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies, the expectation is that 67-89% of the students meet the achievement target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies, the expectation is that 54-66% of the students meet the achievement target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies, the expectation is that 0-53% of the students meet the achievement target set for a teacher to be ineffective.

### 3.8) High School Social Studies

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

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

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

Global 2	5) District, regional, or BOCES–developed assessments	WSWHE BOCES- Locally developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	WSWHE BOCES- Locally developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher, in collaboration with the principal, will set an achievement target for the class. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement target. A corresponding 0-20 HEDI score will be determined using the uploaded HEDI conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies, the expectation is that 90-100% of the students meet the achievement target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies, the expectation is that 67-89% of the students meet the achievement target set for a teacher to be effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies, the expectation is that 54-66% of the students meet the achievement target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies, the expectation is that 0-53% of the students meet the achievement target set for a teacher to be ineffective.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-locally developed grades 9-12 Living Environment 1 assessment
Earth Science	Not applicable	WSWHE BOCES does not offer this course
Chemistry	Not applicable	WSWHE BOCES does not offer this course
Physics	Not applicable	WSWHE BOCES does not offer this course

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher, in collaboration with the principal, will set an achievement target for the class. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement target. A corresponding 0-20 HEDI score will be determined using the uploaded HEDI conversion chart in task 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science, the expectation is that 90-100% of the students meet the achievement target set for a teacher to be considered highly effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science, the expectation is that 54-66% of the students meet the achievement target set for a teacher to be considered developing.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science, the expectation is that 67-89% of the students meet the achievement target set for a teacher to be effective.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science, the expectation is that 0-53% of the students meet the target set for a teacher to be ineffective.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	WSWHE BOCES- Locally developed Grades 9-12 Algebra 1 Year 1 Assessment
Geometry	Not applicable	WSWHE BOCES does not offer this course
Algebra 2	Not applicable	WSWHE BOCES does not offer this course

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher, in collaboration with the principal, will set an achievement target for the class. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement target. A corresponding 0-20 HEDI score will be determined using the uploaded HEDI conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math, the expectation is that 90-100% of the students meet the achievement target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math, the expectation is that 67-89% of the students meet the achievement target set for a teacher to be effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math, the expectation is that 54-66% of the students meet the achievement target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math, the expectation is that 0-53% of the students meet the achievement target set for a teacher to be ineffective.

### 3.11) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher, in collaboration with the principal, will set an achievement target for the class. Career Readiness is the uniform assessment for all CTE programs. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement target. A corresponding 0-20 HEDI score will be determined using the uploaded HEDI conversion chart in task 3.13.
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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.	For High School ELA, the expectation is that 90-100% of the students meet the achievement target set for a teacher to be highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School ELA, the expectation is that 67-89% of the students meet the achievement target set for a teacher to be effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School ELA, the expectation is that 54-66% of the students meet the achievement target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School ELA, the expectation is that 0-53% of the students meet the achievement target set for a teacher to be ineffective.

### 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
Living Environment 1	5) District/regional/BOCES–developed	WSWHE BOCES- Locally developed Grades 9-12 Living Environment 2 Assessment
Algebra 1 (year 1)	5) District/regional/BOCES–developed	WSWHE BOCES- Locally developed Grades 9-12 Algebra 1 Year 1 Assessment
Physical Education	5) District/regional/BOCES–developed	WSWHE BOCES- Locally developed K-12 Physical Education Assessment
Art	5) District/regional/BOCES–developed	WSWHE BOCES- Locally developed K-12 Art Assessment
Music	5) District/regional/BOCES–developed	WSWHE BOCES- Locally developed K-12 Music Assessment
Foreign Language	5) District/regional/BOCES–developed	WSWHE BOCES- Locally developed Spanish Assessment
Health	5) District/regional/BOCES–developed	WSWHE BOCES – Locally developed 9-12 Health Assessment
Writing	5) District/regional/BOCES–developed	WSWHE BOCES – Locally developed 9-12 Writing Assessment
Science Foundations	5) District/regional/BOCES–developed	WSWHE BOCES – Locally developed 9-12 Science Foundations Assessment
Reading Development	5) District/regional/BOCES–developed	WSWHE BOCES- Locally developed 9-12 Reading Assessment
Participation in Government	5) District/regional/BOCES–developed	WSWHE BOCES- Locally developed 9-12 Participation in Government Assessment
Math Foundations	5) District/regional/BOCES–developed	WSWHE BOCES- Locally developed 9-12 Math Foundations Assessment
Global Foundations	5) District/regional/BOCES–developed	WSWHE BOCES- Locally developed 9-12 Global Foundations Assessment
Job Skills	5) District/regional/BOCES–developed	WSWHE BOCES – Locally developed 9-12 Job Skills Assessment
Geometry (non-Regents)	5) District/regional/BOCES–developed	WSWHE BOCES – Locally developed 9-12 Geometry Non-Regents Assessment

ELA Foundations	5) District/regional/BOCES–developed	WSWHE BOCES – Locally developed 9-12 ELA Foundations Assessment
ELA 12	5) District/regional/BOCES–developed	WSWHE BOCES – Regionally developed ELA 12 Assessment
Economics	5) District/regional/BOCES–developed	WSWHE BOCES – Locally developed Economics Grades 9-12 Assessment
Earth Science (non-Regents)	5) District/regional/BOCES–developed	WSWHE BOCES – Locally developed Earth Science Grades 9-12 Assessment
AIS Social Studies (grades 11-12)	5) District/regional/BOCES–developed	WSWHE BOCES- Locally developed Global 2 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.	The teacher, in collaboration with the principal, will set an achievement target for the class. For teachers within the CTE program, achievement targets are set for students in year 2 of the program. Career Readiness is the uniform assessment for all CTE programs. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement target. A corresponding 0-20 HEDI score will be determined using the uploaded HEDI conversion chart in task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	For all other courses, the expectation is that 90-100% of the students meet the achievement target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all other courses, the expectation is that 67-89% of the students meet the achievement target set for a teacher to be effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all other courses, the expectation is that 54-66% of the students meet the achievement target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all other courses, the expectation is that 0-53% of the students meet the achievement target set for a teacher to be ineffective.

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

assets/survey-uploads/5139/129070-Rp00l6pk1T/3-12 all other courses attachment rev 4-18-13.doc

### 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/5139/129070-y92vNseFa4/3 13 HEDI Table rev 3-28-13.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.

The BOCES will not make any adjustments, controls, or other special considerations when setting targets for Locally Developed Controls.

### 3.15) Teachers with More Than One Locally Selected Measure

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

The overall percentage of students meeting the achievement target for each measure will be averaged together proportionately resulting in a single percentage data point that converts to a HEDI score using the uploaded HEDI conversion chart in tasks 3.3 and 3.13..

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Monday, May 14, 2012

Updated Friday, June 14, 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.)

Danielson's Framework for Teaching (2011 Revised Edition)

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]	40
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	20

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

The approved Danielson Framework for Teaching (2011) will be used for assessing teacher effectiveness. Sixty (60) percent of the teacher's total composite score will be measured with the Danielson Rubric. Evidence of professional practice will be obtained by the Principal throughout the school year, through multiple measures, including announced observations, unannounced observations, walkthroughs and other informal observations. The teacher will prepare, collect and submit artifacts of teaching practice, the non-observables, as part of each of the above activities as they occur, and in a culminating evidence binder at the end of the school year. All evidence will be tagged to the components of the Danielson Rubric as the measures take place, and general feedback given to the teacher in terms of areas of strength, areas of growth and areas not yet seen.

After all evidence is gathered, submitted and tagged to the Danielson Rubric, teachers will be assigned points by using an average

rubric score of 1-4. Ratings of 1-4 will be determined for each subcomponent and averaged within each of the four domains. Each of the four (4) averaged domain scores will be weighted and added together to determine the overall rubric average score. The overall rubric average score is then converted to sixty (60) points using a conversion table. See attachment 4.5 for the rubric, formulas for weighting each average domain 1-4 rating for the overall rubric average score, and HEDI conversion tables.

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/5091/129089-eka9yMJ855/4-5 Appendix J - Revised 5-9-13.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.	Through observation and artifact review teacher has received an average rubric score of 3.71-4.0
Effective: Overall performance and results meet NYS Teaching Standards.	Through observation and artifact review teacher has received an average rubric score of 2.71-3.70
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Through observation and artifact review teacher has received an average rubric score of 1.51-2.70
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Through observation and artifact review teacher has received an average rubric score of 1.0-1.50

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- Both
- 

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

- 
- Both
- 

## 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?

- 
- Both
-

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

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- Both
-

# 5. Composite Scoring (Teachers)

Created Monday, May 14, 2012

Updated Friday, January 04, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Monday, May 14, 2012

Updated Thursday, April 18, 2013

## Page 1

### 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/5265/129101-Df0w3Xx5v6/6-2 TIP final.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:

#### *APPR APPEALS PROCESS*

*BOCES and SABEA are committed to providing a fair, objective and expeditious appeal process.*

*I. Grounds for Appeal: Pursuant to Education Law Section 3012-c, a teacher may only challenge the following in an appeal:*

- a. the substance of the annual professional performance review
- b. the BOCES adherence to the standards and methodology required for such reviews, pursuant to Education Law section 3012-c
- c. the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the BOCES issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c.

## *II. APPR Subject to Appeal Procedure:*

*Tenured teachers who receive an APPR rating of “ineffective” or “developing” may appeal their APPR or the issuance or implementation of the Teacher Improvement Plan. Only one written appeal may be filed for each APPR or Teacher Improvement Plan, in accordance with Education Law 3012-c and the BOCES APPR Plan.*

*Probationary Teachers may not file an appeal, but may attach a rebuttal to their APPR.*

## *III. Notification of the Appeal*

*An APPR Appeal Process tracking form will be made available on the BOCES website under Staff Resources, to record the timely processing of documents from one step in the process to another. The form will be initiated by the tenured teacher filing the appeal, and will be included in the appeal packet.*

*The notification of the appeal must be filed by the tenured teacher, in writing, within ten (10) school days, based on the BOCES school calendar for instructional staff, after the teacher has received the composite APPR score. If the tenured teacher is challenging the issuance and/or implementation of a Teacher Improvement Plan, the appeal must be filed, in writing, within ten (10) school days of the issuance and/or implementation of the terms of such plan. Notification of the appeal must be provided to the District Superintendent and date stamped upon receipt. All grounds for appeal must be clearly stated in writing by the tenured teacher with specificity within one appeal to explain in detail on what basis the appeal is being filed and any relief being sought. The notice must also include any and all documents or written materials that are specific to the point(s) of disagreement and/or relevant to the appeal. Any grounds not raised or materials not submitted at the time the appeal is filed shall not be considered in the deliberations relating to the resolution of the appeal.*

## *IV. Decisions on Appeal*

### *Stage 1 Conference with the Evaluating Administrator*

*The tenured teacher filing the appeal shall have a conference with the evaluating administrator within five (5) school days from the date the appeal is received by the District Superintendent. The tenured teacher may request a SABEA representative and the evaluating administrator may invite another BOCES representative to attend such a conference. If either party is bringing a representative, he/she will notify the other at least twenty-four (24) hours prior to the conference. The evaluating administrator will report his/her findings in writing to the District Superintendent and the teacher within five (5) school days of the conference. The findings will be included as part of the appeals packet. The teacher will notify the District Superintendent within two (2) school days from receipt of the findings as to whether he/she agrees or disagrees with the evaluating administrator’s findings.*

*Within two (2) school days after receiving the teacher's response to the evaluating administrator's findings, the District Superintendent will:*

- a. *if the teacher agrees, issue a final and binding notice to both the administrator and the teacher that agreement has been reached and no further appeal may take place; or*
- b. *if the teacher disagrees, forward the full records of the appeal to the APPR Review Panel.*

### *Stage 2 APPR Review Panel*

*The charge of the APPR Review Panel is to determine whether the teacher has met the burden of proof in regard to the grounds for appeal as noted in Section I.*

*A number of teachers and administrators will be called upon to participate in the APPR Review Panel process. Each member of the APPR Review Panel will be asked to make a one year commitment. BOCES may recommend a number of master teachers to the President of the Association, to be considered for membership to the Panel. Up to nine (9) teacher representatives will be named by the President of the Association, to be called three at a time to serve. Such teachers will be trained in teacher evaluation, specifically the Danielson 2011 Rubric, at BOCES expense. In the event that the number of teachers available to serve on the Panel falls below five (5) for any reason, replacements will be made as soon as training is available. Administrative representatives will be named by the*

*District Superintendent.*

*For each appeal to be considered, the APPR Review Panel will be comprised of five members:*

- a. Two (2) certified administrators, one division director and one principal designated by the District Superintendent. The Director will have supervisory responsibilities over a different division from that of the teacher filing the appeal.*
- b. Three (3) certified teachers designated by the President of the Association.*
- c. Neither the evaluating administrator nor the tenured teacher who filed the notification of appeal shall participate as a member of the Panel considering such an appeal.*

*The APPR Review Panel will convene to consider all the materials in the appeals packet within five (5) school days. The Panel will render a decision on a single appeal within two (2) school days. If the Panel with the same five members reviews multiple appeals on the same date, a decision will be rendered on each of the appeals within five (5) school days. The Panel will write a collective decision outlining each of the grounds submitted by the appealing teacher, and report its decision to the District Superintendent. If the decision of the Panel is unanimous, the District Superintendent will report the final decision to the appealing teacher and the evaluating administrator within two (2) school days. If the Panel reaches unanimous agreement to sustain or deny the appeal, the appeal will end with the written decision of the Panel, and will not be subject to further consideration. Such unanimous decisions shall be final and binding, and not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal.*

*Stage 3 District Superintendent*

*If the Panel is unable to reach a unanimous decision, the Panel will forward the appeal with the full record of the proceedings to the District Superintendent within the timeframe noted in Stage 2 (within two (2) days after hearing a single appeal or five (5) days after hearing multiple appeals). Within five (5) school days of receipt of the Panel's non-unanimous decision, the District Superintendent shall have the final authority to resolve the appeal and report his/her final findings in writing to the appealing teacher and the evaluating administrator. The District Superintendent's decision shall be final and binding, and not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal.*

*V. Exclusivity of 3012-c Appeals Procedure*

*The 3012-c appeal procedure contained herein shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan.*

## 6.4) Training and Certification of Lead Evaluators and Evaluators

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

*The BOCES will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.*

*The BOCES will ensure that all evaluators are trained as lead evaluators. The District Superintendent of the WSWHE BOCES will certify lead evaluators upon receipt of proper documentation that the individual has fully complete training. The Director of Human Resources, will maintain records of certification of evaluators.*

*Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a periodic basis, to be determined by the BOCES.*

*This training will include the following requirements for Lead Evaluators/Evaluators:*

- New York State Teaching Standards and ISLLC 2008 Standards*
- Evidence-based observation*
- Application and use of Student Growth Percentile and Value Added Growth Model data*
- Application and use of the State-approved teacher or principal rubrics*
- Application and use of any assessment tools used to evaluate teachers and principals*

- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities*

*The BOCES will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The BOCES anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.*

#### *Lead Evaluator*

*The Lead Evaluator is any individual who conducts evaluations of classroom teachers or building principals. These BOCES individuals will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.*

#### *Recertification and Updated Training*

*Lead Evaluators will be certified and/or recertified on an annual basis through ongoing training provided by the WSWHE BOCES Network Team and/or other certified entities. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete final evaluations.*

## 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 Monday, May 14, 2012

Updated Thursday, May 09, 2013

## Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Career and Technical Education Program	District, regional, or BOCES-developed	Zone 3 JMT CTE course specific assessments

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.	Individual growth target SLO's will be collaboratively determined by the teacher and principal and approved by a supervisor using baseline data. The percentage of students meeting or exceeding their growth targets will be used to determine the principal's 0-20 HEDI score using the uploaded HEDI conversion chart in task 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	90-100% of students meeting or exceeding established growth targets on the Zone 3 JMT CTE course specific assessments.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	67-89% of students meeting or exceeding established growth targets on the Zone 3 JMT CTE course specific assessments.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	54-66% of students meeting or exceeding established growth targets on the Zone 3 JMT CTE course specific assessments.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-53% of students meeting or exceeding established growth targets on the Zone 3 JMT CTE course specific assessments.

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

assets/survey-uploads/5365/129103-lha0DogRNw/7-3 HEDI Table rev 3-28-13.docx

## 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.

The BOCES will not make any adjustments, controls, or other special considerations when setting targets for Comparable Growth Measures.

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Monday, May 14, 2012

Updated Friday, June 14, 2013

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## Page 1

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-8	(d) measures used by district for teacher evaluation	All WSWHE BOCES-developed course and grade specific assessments under the Principal's program supervision
K-9	(d) measures used by district for teacher evaluation	All WSWHE BOCES-developed course and grade specific assessments under the Principal's program supervision
K-12	(d) measures used by district for teacher evaluation	All WSWHE BOCES-developed course and grade specific assessments under the Principal's program supervision
5-12	(d) measures used by district for teacher evaluation	All WSWHE BOCES-developed course and grade specific assessments under the Principal's program supervision

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The teachers, in collaboration with the principal, will set an achievement target for their class. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement targets for all classes and grade configurations. A corresponding 0-15 HEDI score will be determined for the principal using the upload HEDI chart in task 8.1 In the event that value added is not approved by the Board of Regents, use the conversion chart in task 8.2.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all grade configurations the expectation is that 90-100% of students meeting the achievement target set for a principal to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all grade configurations the expectation is that 67-89% of students meeting the achievement target set for a principal to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all grade configurations the expectation is that 54-66% of students meeting the achievement target set for a principal to be considered developing.

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

For all grade configurations the expectation is that 0-53% of students meeting the achievement target set for a principal to be considered ineffective.

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.

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## 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
Career and Technical Education program	(d) measures used by district for teacher evaluation	Zone 3 JMT regionally developed Career Readiness assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The teachers, in collaboration with the principal, will set an achievement target for their class. For teachers within the CTE program, achievement targets are set for students in year 2 of the program. Career Readiness is the uniform assessment for all CTE programs. A HEDI score will be awarded based on the overall percentage of students who meet or exceed the achievement targets for all classes and grade configurations. A corresponding 0-20 HEDI score will be determined for the principal using the upload HEDI chart in task 8.2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all grade configurations the expectation is that 90-100% of students meeting the achievement target set for a principal to be considered highly effective.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all grade configurations the expectation is that 67-89% of students meeting the achievement target set for a principal to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all grade configurations the expectation is that 54-66% of students meeting the achievement target set for a principal to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all grade configurations the expectation is that 0-53% of students meeting the achievement target set for a principal to be considered ineffective.

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.

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### 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.

There will be no locally developed controls.

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

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

The overall percentage of students meeting the achievement target for each measure will be averaged together proportionately resulting in a single percentage data point that converts to a HEDI score using the uploaded HEDI conversion charts in tasks 8.1 and 8.2.

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Monday, May 14, 2012

Updated Thursday, May 09, 2013

## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(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 approved Multidimensional Principal Performance Rubric (MPPR) will be used to collect evidence of a Principal's leadership and management actions. Such evidence is aligned with the Educational Leadership Policy Standards (2008), as adopted by the National Policy Board for Educational Administration (ISLLC). Sixty (60) percent of the Principal's total composite score will be measured with the MPPR. Evidence of educational leadership will be obtained throughout the school year, through multiple measures, including evaluation planning, observations: four (4) announced visits and one (1) unannounced visit, artifact review, and goal setting. All evidence will be tagged to the elements of each of the six (6) domains of the MPPR as the site visits and artifact reviews take place, and general feedback given to the Principal in terms of areas of strength, areas of growth and areas not yet seen.

After all evidence is gathered, submitted and tagged to the MPPR, Principals will be assigned points by using an average rubric score of 1-4. Ratings of 1-4 will be determined for each element, and averaged within each of the six (6) domains, and Domain O, "Other: Goal Setting and Attainment." Each of the seven (7) averaged domain scores will be weighted and added together to determine the overall rubric average score. The overall rubric average score is then converted to sixty (60) points, using a conversion table. See attachment 9.7 for the rubric, formulas for weighting each average domain 1-4 rating for the overall rubric average score, and the HEDI conversion tables.

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/5143/129110-pMADJ4gk6R/9-7 HEDI Table - Appendix H from Principals' plan - rev 4-18-13.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.	Through multiple school visits and artifact review, principal has received an average rubric score of 3.71-4.00
Effective: Overall performance and results meet standards.	Through multiple school visits and artifact review, principal has received an average rubric score of 2.71-3.70
Developing: Overall performance and results need improvement in order to meet standards.	Through multiple school visits and artifact review, principal has received an average rubric score of 1.51-2.70
Ineffective: Overall performance and results do not meet standards.	Through multiple school visits and artifact review, principal has received an average rubric score of 1.00-1.50

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

### **Tenured Principals**

By supervisor	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

# 10. Composite Scoring (Principals)

Created Monday, May 14, 2012

Updated Tuesday, February 19, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Monday, May 14, 2012

Updated Thursday, March 28, 2013

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/129112-Df0w3Xx5v6/PIP 11-2\\_1.docx](assets/survey-uploads/5276/129112-Df0w3Xx5v6/PIP 11-2_1.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:

#### *APPR APPEALS PROCESS FOR PRINCIPALS*

##### *I. APPR Subject to Appeal Procedure:*

*Principals who receive an APPR rating of "ineffective" or "developing" may appeal their APPR or the issuance or implementation of the Principal Improvement Plan. Only one written appeal may be filed for each APPR or Principal Improvement Plan, in accordance*

with Education Law 3012-c and the BOCES APPR Plan.

## *II. Request for Documents and Notification of the Appeal*

*Within two (2) work days of receipt of the APPR, a principal may request, in writing, that the District Superintendent issue any and all documents and written materials upon which the APPR was based. The District Superintendent will provide such documents within three (3) work days of the request. The notification of the appeal must be filed by the principal, in writing to the District Superintendent, within ten (10) work days of receipt of the requested supporting documents. If the Principal is challenging the issuance and/or implementation of a Principal Improvement Plan, the appeal must be filed, in writing, within ten (10) work days of the issuance and/or implementation of the terms of such plan. All grounds for appeal must be clearly stated in writing by the Principal, with specificity within one appeal, to explain in detail on what basis the appeal is being filed and any relief being sought. The Principal must include any and all documents or written materials that are specific to the point(s) of disagreement and/or relevant to the appeal. Any grounds not raised or materials not submitted at the time the appeal is filed shall not be considered in the deliberations relating to the resolution of the appeal. Within one (1) work day of receipt of the notification of appeal, the District Superintendent will forward it to the Principal APPR Review Panel.*

## *III. Decisions on Appeal*

*The Principal has the burden of proof in regard to the grounds for appeal under Section 3012-c.*

### *Stage 1 Principal APPR Review Panel*

*The charge to the three member Principal APPR Review Panel is to determine whether the Principal has met the burden of proof. The appealing Principal will be given the option to appear in person in front of the Panel.*

*Membership on each Panel considering an appeal will consist of a Director designated by the District Superintendent, a Principal designated by the President of the Administrators' Association, and a third trained administrative evaluator designated by the District Superintendent from a list jointly established in advance and reviewed annually by the President of the Administrators' Association and the District Superintendent. The evaluating direct supervisor and the appealing Principal will not participate as members of the panel considering such an appeal involving either party.*

*The Panel for each appeal will convene after school hours within ten (10) work days after receipt of the appeal from the District Superintendent. Within two (2) work days of the hearing, a decision to sustain or deny the appeal will be rendered in writing by collective report of the panel, and a recommendation will be forwarded to the District Superintendent, with the full record of the proceedings.*

### *Stage 2*

*The District Superintendent has the final authority to resolve the appeal. He/she will report, in writing, findings to sustain or deny the appeal to the appealing Principal and the evaluating direct supervisor, within five (5) work days of receipt of the recommendation from the Panel. Such decision shall be final and binding, and not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal.*

## *IV. Exclusivity of 3012-c Appeals Procedure*

*The 3012-c appeal procedure contained herein shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a Principal performance review and/or improvement plan. A Principal may not resort to any other process, including adjudication before an administrative body or individual (including but not limited to the Commissioner of Education), or court action for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.*

*Consistent with 3012-c and implementing regulations, nothing in this appeals process shall be construed to alter or diminish, or in any way restrict the authority of the governing body of the Washington-Saratoga-Warren-Hamilton-Essex BOCES to grant or deny tenure to or terminate probationary principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal.*

## **11.4) Training and Certification of Lead Evaluators and Evaluators**

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

*The BOCES will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.*

*The BOCES will ensure that all evaluators are trained as lead evaluators. The District Superintendent of the WSWHE BOCES will certify lead evaluators upon receipt of proper documentation that the individual has fully complete training. The Director of Human Resources, will maintain records of certification of evaluators.*

*Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a periodic basis, to be determined by the BOCES.*

*This training will include the following requirements for Lead Evaluators/Evaluators:*

- *New York State Teaching Standards and ISLLC 2008 Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities*

*The BOCES will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The BOCES anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.*

#### *Lead Evaluator*

*The Lead Evaluator is any individual who conducts evaluations of classroom teachers or building principals. These BOCES individuals will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.*

#### *Recertification and Updated Training*

*Lead Evaluators will be certified and/or recertified on an annual basis through ongoing training provided by the WSWHE BOCES Network Team and/or other certified entities. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete final evaluations.*

*In addition, the District in conjunction with the WSWHE BOCES Network Team will work to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols. These protocols will include measures such as, but not limited to: ongoing professional development, differentiated support, data analysis; periodic comparisons of assessments; and annual calibration sessions across evaluators.*

*For the 2012-13 school year and thereafter, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified prior to completing a teacher's evaluation. All evaluators will receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.*

## 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

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• Checked

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## 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 Monday, May 14, 2012

Updated Friday, June 14, 2013

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### Page 1

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

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

[assets/survey-uploads/5581/129115-3Uqgn5g9Iu/APPR with Signatures\\_4.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.

## 2.10) All Other Courses (cont'd)

Course(s) or Subject(s)	Option	Assessment
21 <sup>st</sup> Century Skills	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed 21 <sup>st</sup> Century Skills assessment
AIS ELA (grades 6-8)	State Assessment	Grades 6-8 NYS ELA assessments
AIS English (grades 3-5)	State Assessment	Grades 3-5 NYS ELA assessments
AIS English (grades 9-12)	State Assessment	NYS ELA Regents
AIS Global History	State Assessment	NYS Global History Regents
AIS Math (grades 3-5)	State Assessment	Grades 3-5 NYS Math assessments
AIS Math (grades 6-8)	State Assessment	Grades 6-8 NYS Math assessments
AIS Math (grades 9-12)	State Assessment	NYS Algebra Regents
AIS Science (grades 9-12)	State Assessment	NYS Living Environment Regents
AIS US History & Government	State Assessment	NYS US History & Government Regents
Art (UG)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed UG Art assessments
Auto Body Repair	District, Regional or BOCES-developed	Zone 3 JMT-developed Auto Body Repair assessment
Automotive Technology	District, Regional or BOCES-developed	Zone 3 JMT-developed Automotive Technology assessment
Career Connections	District, Regional or BOCES-developed	Zone 3 JMT-developed Culinary Arts assessment
Construction Trades	District, Regional or BOCES-developed	Zone 3 JMT-developed Construction Trades assessment
Cosmetology	District, Regional or BOCES-developed	Zone 3 JMT-developed Cosmetology assessment
Criminal Justice Studies	District, Regional or BOCES-developed	Zone 3 JMT-developed Criminal Justice Studies assessment
Culinary Arts	District, Regional or BOCES-developed	Zone 3 JMT-developed Culinary Arts assessment

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Early Childhood Education	District, Regional or BOCES-developed	Zone 3 JMT-developed Early Childhood Education assessment
ELA 12 Year 1	District, Regional or BOCES-developed	Zone 3 JMT-developed English Language Arts assessment
ELA 12 Year 2	District, Regional or BOCES-developed	Zone 3 JMT-developed English Language Arts assessment
ELA Foundations (UG)	State Assessment	NYSAA
ELA Foundations K-5	State-approved 3rd party assessment	AIMSweb
ELA Foundations 6-8	State-approved 3rd party assessment	AIMSweb
ELA Foundations 9-12	State-approved 3rd party assessment	TerraNova 3
English as a Second Language (ESL) (grades K-12)	State Assessment	NYSESLAT
Environmental Conservation & Forestry	District, Regional or BOCES-developed	Zone 3 JMT-developed Environmental Conservation & Forestry assessment
Environmental Science	District, Regional or BOCES-developed	WSWHE BOCES – Locally developed Environmental Science assessment
Family & Consumer Science	District, Regional or BOCES-developed	WSWHE BOCES – Locally developed Family & Consumer Science assessment
GED ELA	State-approved 3rd party assessment	TerraNova 3
GED Math	State-approved 3rd party assessment	TerraNova 3
GED Science	State-approved 3rd party assessment	TerraNova 3
GED Social Studies	State-approved 3rd party assessment	TerraNova 3
Geometry Non-Regents (grades 9-12)	District, Regional or BOCES-developed	WSWHE BOCES – Locally developed Geometry Non-Regents Grades 9-12 assessment
Graphics & Visual Communications	District, Regional or BOCES-developed	Zone 3 JMT-developed Graphics & Visual Communications assessment

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Health (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 6-8 Health assessment
Health Occupations	District, Regional or BOCES-developed	Zone 3 JMT-developed Health Occupations assessment
Heating, Ventilation, Air Conditioning & Refrigeration	District, Regional or BOCES-developed	Zone 3 JMT-developed Heating, Ventilation, Air Conditioning & Refrigeration assessment
Heavy Equipment & Operations	District, Regional or BOCES-developed	Zone 3 JMT-developed Heavy Equipment & Operations assessment
Horse Care	District, Regional or BOCES-developed	Zone 3 JMT-developed Animal Science assessment
Horticulture & Landscaping	District, Regional or BOCES-developed	Zone 3 JMT-developed Horticulture & Landscaping assessment
Information Technology	District, Regional or BOCES-developed	Zone 3 JMT-developed Information Technology assessment
Library (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES- Regionally developed Grades 6-8 Library assessment
Life Skills (grades 6-8)	State-approved 3rd party assessment	TerraNova 3
Machine Tool Technology	District, Regional or BOCES-developed	Zone 3 JMT-developed Machine Tool Technology assessment
Math 12 Year 1	District, Regional or BOCES-developed	Zone 3 JMT-developed Mathematics assessment
Math 12 Year 2	District, Regional or BOCES-developed	Zone 3 JMT-developed Mathematics assessment
Math Foundations (UG)	State Assessment	NYSAA
Math Foundations K-5	State-approved 3rd party assessment	AIMSweb
Math Foundations 6-8	State-approved 3rd party assessment	AIMSweb
Math Foundations 9-12	State-approved 3rd party assessment	TerraNova 3

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Music (UG)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed UG Music assessments
New Visions Engineering	District, Regional or BOCES-developed	Zone 3 JMT–developed New Visions Engineering assessment
New Visions Health Careers Exploration	District, Regional or BOCES-developed	Zone 3 JMT-developed New Visions Health Careers Exploration assessment
Physical Education (UG)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed UG Physical Education assessments
Power Sports Technology	District, Regional or BOCES-developed	Zone 3 JMT–developed Small Engine Assessment
Practical Nursing	District, Regional or BOCES-developed	Zone 3 JMT-developed Practical Nursing assessment
Reading (grades 3-5)	State Assessment	Grades 3-5 ELA assessments
Reading (grades 6-8)	State Assessment	Grades 6-8 ELA assessments
Reading (grades K-2)	State-approved 3rd party assessment	TerraNova 3
Science Foundations (UG)	State Assessment	NYSAA
Service Level (Hospitality& Human Services)	District, Regional or BOCES-developed	Zone 3 JMT-developed Culinary Arts assessment
Service Level (Trade & Technical)	District, Regional or BOCES-developed	Zone 3 JMT-developed Auto Technology assessment
Social Studies Foundations (UG)	State Assessment	NYSAA
Welding	District, Regional or BOCES-developed	Zone 3 JMT-developed Welding assessment
Work Readiness	District, Regional or BOCES-developed	Zone 3 JMT–developed Construction Trades assessment

### 2.11 Moving From Target to HEDI Ratings

-table to be used for all grade levels/content areas that need a Student Learning Objective within the growth portion of evaluation

HEDI Ratings to be Used For Each Target	
Rating (State Defined)	% of Students Meeting Target (District Defined)
Highly Effective (18-20 points)	90%+
Effective (9-17 points)	67-89%
Developing (3-8 points)	54-66%
Ineffective( 0-2 points)	0-53%

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
98-100	94-97	90-93	87-89	83-86	80-82	77-79	75-76	73-74	71-72	69-70	67-68	65-66	63-64	61-62	59-60	57-58	54-56	52-53	50-51	0-49

### 3.3 Moving From Target to HEDI Ratings

-table to be used for All Teachers for Local Portion of their evaluation in the event that value added is approved by the Board of Regents

<b>HEDI Ratings to be Used For Each Target</b>	
<b>Rating (State Defined)</b>	<b>% of Students Meeting Target (District Defined)</b>
Highly Effective (14-15 points)	90%+
Effective (8-13 points)	67-89%
Developing (3-7 points)	54-66%
Ineffective( 0-2 points)	0-53%

#### 15 Point Conversion for Local

<b>Highly Effective</b>		<b>Effective</b>						<b>Developing</b>					<b>Ineffective</b>		
<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
95-100	90-94	86-89	82-85	79-81	75-78	71-74	67-70	65-66	63-64	60-62	57-59	54-56	52-53	50-51	0-49

In the event that value added is not approved by the Board of Regents, use the conversion chart uploaded in task 3.13 will be used.

### 3.12) All Other Courses (cont'd)

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
21 <sup>st</sup> Century Skills	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed 21 <sup>st</sup> Century Skills assessment
AIS ELA (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 6-8 ELA assessment
AIS ELA (grade 3)	District, Regional or BOCES-developed	WSWHE BOCES- Regionally developed Grade 3 ELA assessment
AIS ELA (grades 4-5)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 4-5 ELA assessment
AIS English (grades 9-12)	District, Regional or BOCES-developed	WSWHE BOCES- Regionally developed ELA 9-12 assessment
AIS Global History	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Global History assessment
AIS Math (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 6-8 Math assessment
AIS Math (grades 9-12)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Algebra assessment
AIS Math (grade 3)	District, Regional or BOCES-developed	WSWHE BOCES- Regionally developed Grade 3 Math assessment
AIS Math (grades 4-5)	District, Regional or BOCES-developed	WSWHE BOCES – Locally developed Grades 4-5 Math assessment
AIS Science (grades 9-12)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 9-12 Living Environment assessment
AIS US History & Government	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 9-12 US History & Government assessment

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Art (UG)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed UG Art assessment
Auto Body Repair	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Automotive Technology	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Career Connections	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Construction Trades	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Cosmetology	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Criminal Justice Studies	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Culinary Arts	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Early Childhood Education	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
ELA 12 Year 1	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
ELA 12 Year 2	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
ELA Foundations (UG)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed ELA Foundations UG assessment
ELA Foundations K-5	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed ELA Foundations K-5 assessment
ELA Foundations 6-8	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed ELA Foundations 6-8 assessment
ELA Foundations 9-12	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed ELA Foundations 9-12 assessment

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
English as a Second Language (ESL) (grades K-12)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed ESL K-12 assessment
Environmental Conservation & Forestry	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Environmental Science	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 9-12 Environment Science assessment
Family & Consumer Science	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Family & Consumer Science assessment
GED ELA	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed GED ELA assessment
GED Math	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed GED Math assessment
GED Science	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed GED Science assessment
GED Social Studies	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed GED Social Studies assessment
Geometry Non-Regents (grades 9-12)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Geometry Non-Regents Grades 9-12 assessment
Graphics & Visual Communications	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Health (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 6-8 Health assessment
Health Occupations	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Heating, Ventilation, Air Conditioning & Refrigeration	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Heavy Equipment & Operations	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Horse Care	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Horticulture & Landscaping	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Information Technology	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Library (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 6-8 Library assessment
Life Skills (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 6-8 Life Skills assessment
Machine Tool Technology	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Math 12 Year 1	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Math 12 Year 2	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Math Foundations UG	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Math Foundations UG assessment
Math Foundations K-5	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Math Foundations K-5 assessment
Math Foundations 6-8	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Math Foundations 6-8 assessment
Math Foundations 9-12	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Math Foundations 9-12 assessment
Music (UG)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed UG Music Assessment

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
New Visions Engineering	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
New Visions Health Careers Exploration	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Physical Education (UG)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed UG Physical Education assessment
Power Sports Technology	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Practical Nursing	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Reading (grades 6-8)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 6-8 ELA assessment
Reading (grade 3)	District, Regional or BOCES-developed	WSWHE BOCES- Regionally developed Grade 3 ELA assessment
Reading (grades 4-5)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Grades 4-5 ELA assessment
Reading (grades K-2)	District, Regional or BOCES-developed	WSWHE BOCES- Regionally developed Grades K-2 ELA assessment
Science Foundations (UG)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed UG Science Foundations assessment
Service Level (Hospitality & Human Services)	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Service Level (Trade & Technical)	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Social Studies Foundations	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed Social Studies Foundations assessment

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Social Studies Foundations (UG)	District, Regional or BOCES-developed	WSWHE BOCES- Locally developed UG Social Studies Foundations assessment
Welding)	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment
Work Readiness	District, Regional or BOCES-developed	Zone 3 JMT-developed Career Readiness assessment

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### 3.13 Moving From Target to HEDI Ratings

-table to be used for All Teachers for Local Portion of their evaluation

HEDI Ratings to be Used For Each Target	
Rating (State Defined)	% of Students Meeting Target (District Defined)
Highly Effective (18-20 points)	90%+
Effective (9-17 points)	67-89%
Developing (3-8 points)	54-66%
Ineffective( 0-2 points)	0-53%

#### 20 Point Conversion for Local

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
98-	94-	90-	87-	83-	80-	77-	75-	73-	71-	69-	67-	65-	63-	61-	59-	57-	54-	52-	50-	0-
100	97	93	89	86	82	79	76	74	72	70	68	66	64	62	60	58	56	53	51	49

#### 4.5 - Appendix J: Summary of Other Measures of Teacher Effectiveness

\*Evaluator Responsibility

Educator: \_\_\_\_\_ Grade level(s) / subject(s) taught: \_\_\_\_\_

Evaluator: \_\_\_\_\_ School Year: \_\_\_\_\_

Danielson Domain	NYS Teaching Standard	Possible Sources of Evidence	A <sup>1</sup> /O <sup>2</sup>	Points Earned <sup>3</sup>	Evidence
1A	2.1 2.2	Profile Lesson Plan Pre-Conference Teacher Artifact	A		
1B	1.1 1.2 1.3 1.4 1.5 1.6	Profile Lesson Plan Pre-Conference Teacher Artifact	A		
1C	2.4 3.3 5.4	Profile Lesson Plan Pre-Conference Teacher Artifact	A		
1D	2.6	Profile Lesson Plan Pre-Conference Teacher Artifact	A		
1E	2.2 2.3 2.5 3.4	Profile Lesson Plan Pre-Conference Teacher Artifact	A		
1F	5.1 5.2 5.4	Profile Lesson Plan Pre-Conference Post Conference Teacher Artifact	A		
<b>Domain 1 Average Rubric Score:</b>				(Ave Score)	
2A	4.1	Observation	O		
2B	3.3 4.2	Observation	O		
2C	4.3	Lesson Plan Observation	A/O		
2D	4.1 4.3	Observation	O		
2E	4.4	Profile Pre-Conference Observation	A/O		
<b>Domain 2 Average Rubric Score:</b>				(Ave Score)	

3A	3.2	Observation	O		
3B	3.2 3.5	Observation	O		
3C	3.1 3.4	Observation	O		
3D	3.6 5.2 5.3 5.5	Pre-Conference Observation Post Conference	O		
3E	3.6 5.4	Profile Observation	O		
<b>Domain 3 Average Rubric Score:</b>				(Ave Score)	
4A	5.4 7.1	Profile Post Conference Teacher Artifact	A		
4B	6.4	Profile Teacher Artifact	A		
4C	5.3 6.3	Teacher Artifact	A		
4D	6.2 7.3	Profile Teacher Artifact Observation	A/O		
4E	7.2 7.4	Profile Teacher Artifact	A		
4F	6.1 6.5	Profile Teacher Artifact Observation	A/O		
<b>Domain 4 Average Rubric Score:</b>				(Ave Score)	

<sup>1</sup>Artifact; <sup>2</sup>Observation; <sup>3</sup>Points earned is 1 or 2 or 3 or 4

#### Points Earned 1-4:

- 1 = Ineffective
- 2 = Developing
- 3 = Effective
- 4 = Highly Effective

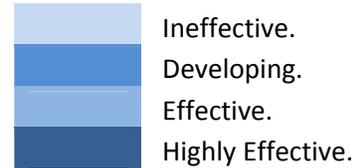
Danielson Domain 1 (16.5%)	AVE Domain 1 Score ___ x .165 = ____
Danielson Domain 2 (33.5%)	AVE Domain 2 Score ___ x .335 = ____
Danielson Domain 3 (33.5%)	AVE Domain 3 Score ___ x .335 = ____
Danielson Domain 4 (16.5%)	AVE Domain 4 Score ___ x .165 = ____
Total (100%)	Total Other Measures Score = _____ (Overall Rubric Average Score)

When multiplying each average domain score go to 3 places (thousands). Then add each of the domain scores, maintaining the 3 places (thousands). Then round to 2 places (hundreds). The overall rubric average score is matched to the table on the next page to do the 60 point conversion.

### Teacher Effectiveness Conversion Scale

Danielson Performance Level	State Rating Category	Overall Rubric Average Score	60 Point Allocations
Distinguished	Highly Effective	3.71 - 4.00	59-60
Proficient	Effective	2.71 – 3.70	57-58
Basic	Developing	1.51 – 2.70	50-56
Unsatisfactory	Ineffective	1 – 1.5	0-49

Avg Rubric Score*	Points	Avg Rubric Score*	Points
3.86-4.0	60	1.31	30
3.71-3.85	59	1.30	29
3.21-3.70	58	1.29	28
2.71-3.20	57	1.28	27
2.54-2.70	56	1.27	26
2.37-2.53	55	1.26	25
2.20-2.36	54	1.25	24
2.03-2.19	53	1.24	23
1.86-2.02	52	1.23	22
1.69-1.85	51	1.22	21
1.51-1.68	50	1.21	20
1.50	49	1.20	19
1.49	48	1.19	18
1.48	47	1.18	17
1.47	46	1.17	16
1.46	45	1.16	15
1.45	44	1.15	14
1.44	43	1.14	13
1.43	42	1.13	12
1.42	41	1.12	11
1.41	40	1.11	10
1.40	39	1.10	9
1.39	38	1.09	8
1.38	37	1.08	7
1.37	36	1.07	6
1.36	35	1.06	5
1.35	34	1.05	4
1.34	33	1.04	3
1.33	32	1.03	2
1.32	31	1.02	1
		1.0-1.01	0



\_\_\_\_\_ /60 Point Allocation for Overall Composite Score

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

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

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

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

## TEACHER IMPROVEMENT PLAN (TIP)

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

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

Assignment: \_\_\_\_\_

Date Plan Developed: \_\_\_\_\_

Class: \_\_\_\_\_

Scores: Growth \_\_\_/\_\_\_ Local \_\_\_/\_\_\_ Other \_\_\_/\_\_\_

AREAS IN NEED OF IMPROVEMENT	
___ Domain 1	NYS Teaching Standard
___ Domain 2	___ I ___ II ___ III
___ Domain 3	___ IV ___ V ___ VI
___ Domain 4	___ VII

This form is a tool for communicating expectations and recommendations for improvement for all teachers receiving an overall composite score of developing or ineffective on their Annual Professional Performance Review. The plan will be developed by the principal and reviewed in consultation with the teacher.

AREAS OF IMPROVEMENT NEEDED	EXPECTED OUTCOMES	INDICATORS OF IMPROVEMENT	DIFFERENTIATED ACTIVITIES, SUPPORT AND RESOURCES TO BE PROVIDED	EXPECTED DATE FOR ACHIEVING IMPROVEMENT

\_\_\_\_\_  
Teacher Date

\_\_\_\_\_  
Evaluator Date

### TEACHER IMPROVEMENT PLAN (TIP)

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

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

Assignment: \_\_\_\_\_

Date Plan Developed: \_\_\_\_\_

Class: \_\_\_\_\_

**Improvement should be formally assessed approximately every ten (10) weeks following inception of TIP. *The TIP will be developed to include intermediate steps with a defined timeline for formative assessments of the TIP and parameters related to the improvement plan.* (Additional pages may be added for assessment of TIP)**

DATE(S) PLAN ASSESSED	ACCOMPLISHMENTS IN EACH AREA OF IMPROVEMENT:	FURTHER DEVELOPMENT NEEDED:	Initials of Evaluator and Teacher

**OUTCOMES:**

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

### 7.3 Moving From Target to HEDI Ratings

-table to be used for all grade levels/content areas that need a Student Learning Objective within the growth portion of evaluation

HEDI Ratings to be Used For Each Target	
Rating (State Defined)	% of Students Meeting Target (District Defined)
Highly Effective (18-20 points)	90%+
Effective (9-17 points)	67-89%
Developing (3-8 points)	54-66%
Ineffective( 0-2 points)	0-53%

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
98-100	94-97	90-93	87-89	83-86	80-82	77-79	75-76	73-74	71-72	69-70	67-68	65-66	63-64	61-62	59-60	57-58	54-56	52-53	50-51	0-49

### 8.1 Moving From Target to HEDI Ratings

-table to be used for All Principals for Local Portion of their evaluation in the event that value added is approved by the Board of Regents

<b>HEDI Ratings to be Used For Each Target</b>	
<b>Rating (State Defined)</b>	<b>% of Students Meeting Target (District Defined)</b>
Highly Effective (14-15 points)	90%+
Effective (8-13 points)	67-89%
Developing (3-7 points)	54-66%
Ineffective( 0-2 points)	0-53%

#### 15 Point Conversion for Local

<b>Highly Effective</b>		<b>Effective</b>						<b>Developing</b>					<b>Ineffective</b>		
<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
95-100	90-94	86-89	82-85	79-81	75-78	71-74	67-70	65-66	63-64	60-62	57-59	54-56	52-53	50-51	0-49

In the event that value added is not approved by the Board of Regents, use the conversion chart uploaded in task 8.2 will be used.

## 8.2 Moving From Target to HEDI Ratings

-table to be used for All Principals for Local Portion of their evaluation

<b>HEDI Ratings to be Used For Each Target</b>	
<b>Rating (State Defined)</b>	<b>% of Students Meeting Target (District Defined)</b>
Highly Effective (18-20 points)	90%+
Effective (9-17 points)	67-89%
Developing (3-8 points)	54-66%
Ineffective( 0-2 points)	0-53%

### 20 Point Conversion for Local

<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>						<b>Ineffective</b>		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-	94-	90-	87-	83-	80-	77-	75-	73-	71-	69-	67-	65-	63-	61-	59-	57-	54-	52-	50-	0-
100	97	93	89	86	82	79	76	74	72	70	68	66	64	62	60	58	56	53	51	49

**Table 9.7 - Appendix H: Summary of Other Measures from MPPR**

\*Evaluator Responsibility

<b>MPPR Domain 1</b>	<b>Shared Vision for Learning</b>	<b>Points Earned 1-4</b>
1a	Culture	
1b	Sustainability	
<b>Domain 1 Average Rubric score:</b>	<b>(Avg. Score)</b>	
<b>MPPR Domain 2</b>	<b>School Culture &amp; Instructional Program</b>	<b>Points Earned 1-4</b>
2a	Culture	
2b	Instructional Program	
2c	Capacity Building	
2d	Sustainability	
2e	Strategic Planning Process	
<b>Domain 2 Average Rubric Score:</b>	<b>(Avg. Score)</b>	
<b>MPPR Domain 3</b>	<b>Safe, Efficient, Effective Learning Environment</b>	<b>Points Earned 1-4</b>
3a	Capacity Building	
3b	Culture	
3c	Sustainability	
3d	Instructional Program	
<b>Domain 3 Average Rubric Score:</b>	<b>(Avg. Score)</b>	

<b>MPPR Domain 4</b>	<b>Community</b>	<b>Points Earned 1-4</b>
4a	Strategic Planning Process: Inquiry	
4b	Culture	
4c	Sustainability	
<b>Domain 4 Average Rubric Score:</b>	<b>(Avg. Score)</b>	
<b>MPPR Domain 5</b>	<b>Integrity, Fairness, Ethics</b>	
5a	Sustainability	
5b	Culture	
<b>Domain 5 Average Rubric Score:</b>	<b>(Avg. Score)</b>	
<b>MPPR Domain 6</b>	<b>Political, Social, Economic, Legal &amp; Cultural Context</b>	<b>Points Earned 1-4</b>
6a	Sustainability	
6b	Culture	
<b>Domain 6 Average Rubric Score:</b>	<b>(Avg. Score)</b>	
<b>MPPR Domain Other (O)</b>	<b>Goal Setting &amp; Attainment</b>	<b>Points Earned 1-4</b>
Oa	Uncovering Goals	
Ob	Strategic Planning	
Oc	Taking Action	
Od	Evaluating Attainment	
<b>Domain O Average Rubric Score:</b>	<b>(Avg. Score)</b>	

**Points Earned 1-4:**

1 = Ineffective

2 = Developing

3 = Effective

4 = Highly Effective

MPPR Domain 1 (6.7%)	Avg. Domain 1 Score __ x .067=
MPPR Domain 2 (43.3%)	Avg. Domain 2 Score __ x .433=
MPPR Domain 3 (26.7%)	Avg. Domain 3 Score __ x .267=
MPPR Domain 4 (10.0%)	Avg. Domain 4 Score __ x .100=
MPPR Domain 5 (3.3%)	Avg. Domain 5 Score __ x .033=
MPPR Domain 6 (3.3%)	Avg. Domain 6 Score __ x .033=
MPPR Other Domain (6.7%)	Avg. Domain Other Score __ x .067=
Total (100%)	Total Other Measures Score=__ (Overall Rubric Avg. Score)

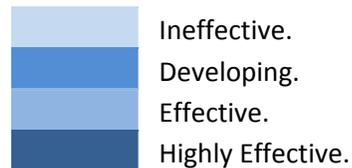
When multiplying each average domain score go to 3 places (thousands). Then add each of the domain scores, maintaining the 3 places (thousands). Then round to 2 places (hundreds). The overall rubric average score is matched to the table below to do the 60 point conversion.

### Principal Effectiveness Conversion Scale

MPPR Performance Level	State Rating Category	Overall Rubric Average Score	60 Point Allocations
Highly Effective	Highly Effective	3.71 – 4.00	59-60
Effective	Effective	2.71– 3.70	57-58
Developing	Developing	1.51 – 2.70	50-56
Ineffective	Ineffective	1 – 1.5	0-49

\_\_\_\_\_ 60 Point Allocation for Overall Composite Score

Avg. Rubric Score*	Points	Avg. Rubric Score*	Points
3.86-4.0	60	1.31	30
3.71-3.85	59	1.30	29
3.21-3.70	58	1.29	28
2.71-3.20	57	1.28	27
2.54-2.70	56	1.27	26
2.37-2.53	55	1.26	25
2.20-2.36	54	1.25	24
2.03-2.19	53	1.24	23
1.86-2.02	52	1.23	22
1.69-1.85	51	1.22	21
1.51-1.68	50	1.21	20
1.50	49	1.20	19
1.49	48	1.19	18
1.48	47	1.18	17
1.47	46	1.17	16
1.46	45	1.16	15
1.45	44	1.15	14
1.44	43	1.14	13
1.43	42	1.13	12
1.42	41	1.12	11
1.41	40	1.11	10
1.40	39	1.10	9
1.39	38	1.09	8
1.38	37	1.08	7
1.37	36	1.07	6
1.36	35	1.06	5
1.35	34	1.05	4
1.34	33	1.04	3
1.33	32	1.03	2
1.32	31	1.02	1
		1.0-1.01	0



**PRINCIPAL IMPROVEMENT PLAN (PIP)**

Principal: \_\_\_\_\_

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

Building: \_\_\_\_\_

Date Plan Developed: \_\_\_\_\_

Program(s): \_\_\_\_\_

Scores: Growth \_\_\_/\_\_\_ Local \_\_\_/\_\_\_ Other \_\_\_/\_\_\_

AREAS IN NEED OF IMPROVEMENT	
___ Domain 1	___ Domain 2
___ Domain 3	___ Domain 4
___ Domain 5	___ Domain 6
___ Other	
ISSLC Standards	
___ I	___ II ___ III
___ IV	___ V ___ VI

This form is a tool for communicating expectations and recommendation for improvement. The plan will be collaboratively developed by the principal and his/her evaluator.

AREAS OF IMPROVEMENT NEEDED	EXPECTED OUTCOMES	INDICATORS OF IMPROVEMENT	DIFFERENTIATED ACTIVITIES, SUPPORT AND RESOURCES TO BE PROVIDED	EXPECTED DATE FOR ACHIEVING IMPROVEMENT

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Evaluator*

\_\_\_\_\_  
*Date*

**PRINCIPAL IMPROVEMENT PLAN (PIP)**

Principal: \_\_\_\_\_

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

Building: \_\_\_\_\_

Date Plan Developed: \_\_\_\_\_

Program(s): \_\_\_\_\_

**Improvement should be formally assessed approximately every ten (10) weeks following inception of PIP. *The PIP will be developed to include intermediate steps with a defined timeline for formative assessments of the PIP and parameters related to the improvement plan.***

DATE(S) PLAN ASSESSED	ACCOMPLISHMENTS IN EACH AREA OF IMPROVEMENT:	FURTHER DEVELOPMENT NEEDED:

**OUTCOMES:**

\_\_\_\_\_

Principal

\_\_\_\_\_

Date

\_\_\_\_\_

Evaluator

\_\_\_\_\_

Date

**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.

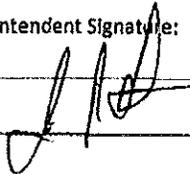
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- 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)

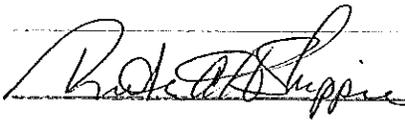
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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:

 6/14/13

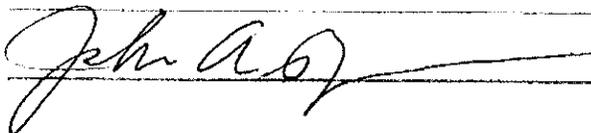
Teachers Union President Signature: Date:

 6/14/13

Administrative Union President Signature: Date:

 6/14/13

Board of Education President Signature: Date:

 6/14/13