

# Annual Professional Performance Reviews: 2012-13

Created Wednesday, August 08, 2012

Updated Friday, December 28, 2012

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### Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-e 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 : 541401040000

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

*541401040000*

#### 1.2) School District Name: SHARON SPRINGS CSD

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

*SHARON SPRINGS CSD*

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

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, August 08, 2012

Updated Tuesday, January 08, 2013

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#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	SSCS District Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	SSCS District developed Grade 1 - ELA Assessment
2	District, regional, or BOCES-developed assessment	SSCS District developed Grade 2 - ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will develop Student Learning Objectives, as comparable growth measures for K-3 Teachers. Each principal in collaboration with teachers will review historical data and pre-assessment date and set individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80% - 100% of the students will meet their targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55% - 79% of the students will meet their targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	49% - 54% of the students will meet their targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 48% of the students will meet their targets.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	SSCS District developed Kindergarten - Math Assessment
1	District, regional, or BOCES-developed assessment	SSCS District developed - Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	SSCS District developed - Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will develop Student Learning Objectives, as comparable growth measures for K-3 Teachers. Each principal in collaboration with teachers will review historical data and pre-assessment date and set individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80% - 100% of the students will meet their targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55% - 79% of the students will meet their targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	49% - 54% of the students will meet their targets.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

0% - 48% of the students will meet their targets.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	SSCS District Developed, Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	SSCS District Developed, Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will develop Student Learning Objectives, as comparable growth measures for all grades. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80% - 100% of the students will meet their targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55% - 79% of the students will meet their targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	49% - 54% of the students will meet their targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 48% of the students will meet their targets.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	SSCS District developed, Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	SSCS District developed, Grade 7 Social Studies Assessment

8	District, regional or BOCES-developed assessment	SSCS District developed, Grade 8 Social Studies Assessment
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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.	The District will develop Student Learning Objectives, as comparable growth measures for all grades. Each principal in collaboration with teachers will review historical data and pre-assessment date and set individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80% - 100% of the students will meet their targets.
Effective (9 - 17 points) Results meet District goals for similar students.	55% - 79% of the students will meet their targets.
Developing (3 - 8 points) Results are below District goals for similar students.	49% - 54% of the students will meet their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 48% of the students will meet their targets.

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	SSCS District Developed Global I Assessment, Grade Specific
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.	The District will develop Student Learning Objectives, as comparable growth measures for all grades. Each principal in collaboration with teachers will review historical data and pre-assessment date and set individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80% - 100% of the students will meet their targets. .

Effective (9 - 17 points) Results meet District goals for similar students.	55% - 79% of the students will meet their targets.
Developing (3 - 8 points) Results are below District goals for similar students.	49% - 54% of the students will meet their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 48% of the students will meet their targets.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will develop Student Learning Objectives, as comparable growth measures for all grades. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80% - 100% of the students will meet their targets.
Effective (9 - 17 points) Results meet District goals for similar students.	55% - 79% of the students will meet their targets.
Developing (3 - 8 points) Results are below District goals for similar students.	49% - 54% of the students will meet their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 48% of the students will meet their targets.

## 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
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Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will develop Student Learning Objectives, as comparable growth measures for all grades. Each principal in collaboration with teachers will review historical data and pre-assessment date and set individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80% - 100% of the students will meet their targets.
Effective (9 - 17 points) Results meet District goals for similar students.	55% - 79% of the students will meet their targets.
Developing (3 - 8 points) Results are below District goals for similar students.	49% - 54% of the students will meet their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 48% of the students will meet their targets.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	SSCS District Developed, Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	SSCS District Developed, Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will develop Student Learning Objectives, as comparable growth measures for all grades. Each principal in collaboration with teachers will review historical data and pre-assessment date and set individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80% - 100% of the students will meet their targets.

Effective (9 - 17 points) Results meet District goals for similar students.	55% - 79% of the students will meet their targets.
Developing (3 - 8 points) Results are below District goals for similar students.	49% - 54% of the students will meet their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 48% of the students will meet their targets.

## 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
Technology	District, Regional or BOCES-developed	SSCS District, Developed Assessment in Technology, Grade Specific
Family Consumer Sciences	District, Regional or BOCES-developed	SSCS District, Developed Assessment in FACS, Grade Specific
Art	District, Regional or BOCES-developed	SSCS District, Developed Assessment in Art, Grade Specific
Physical Education	District, Regional or BOCES-developed	SSCS District, Developed Assessment in Physical Education, Grade Specific
Business	District, Regional or BOCES-developed	SSCS District, Developed Assessment in Business, Grade Specific
Keyboarding	District, Regional or BOCES-developed	SSCS District, Developed Assessment in Keyboarding, Grade Specific
Accounting	District, Regional or BOCES-developed	SSCS District, Developed Assessment in Accounting, Grade Specific
Spanish I, II, III	District, Regional or BOCES-developed	SSCS District, Developed Assessment in Spanish, Grade Specific
Music - Vocal	District, Regional or BOCES-developed	SSCS District, Developed Assessment in Vocal Music, Grade Specific
Music - Instrumental	District, Regional or BOCES-developed	SSCS District, Developed Assessment in Instrumental Music, Grade Specific
Health	District, Regional or BOCES-developed	SSCS District, Developed Assessment in Health, Grade Specific
Library Skills	District, Regional or BOCES-developed	SSCS District, Developed Assessment in Library Skills, Grade Specific
Drivers' Education	District, Regional or BOCES-developed	SSCS District Developed Assessment in Drivers' Education, Grade Specific
All Other Teachers Not Named Above	District, Regional or BOCES-developed	SSCS District Developed Assessment in Grade and Subject Specific Cumulative Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will develop Student Learning Objectives, as comparable growth measures for all grades. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80% - 100% of the students will meet their targets.
Effective (9 - 17 points) Results meet District goals for similar students.	55% - 79% of the students will meet their targets.
Developing (3 - 8 points) Results are below District goals for similar students.	49% - 54% of the students will meet their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 48% of the students will meet their targets.

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/160645-TXETxx9bQW/20% HEDI Chart.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.

*In the setting of the individualized student growth targets teachers will work in consultation with district administration to set rigorous and comparable targets that take into consideration such approved factors as prior academic history, disabilities, and poverty status.*

*The rationale is that in this small rural LEA each student carries a greater impact on the overall percentage of the student population, ie... an average class size of 10 - 12 would create a need for greater flexibility when setting growth targets.*

## 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 Wednesday, August 08, 2012

Updated Tuesday, January 08, 2013

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
7	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	I-Ready Diagnostic 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 District will develop achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated based on the percentage of students meeting or exceeding these achievement targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the total students will meet their targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% - 84% of total students will meet their targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% - 64% of total students will meet their targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 54% of total students will meet their targets.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
7	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	I-Ready Diagnostic 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	The District will develop achievement targets, as comparable achievement measures for teachers. Each
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this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated based on the percentage of students meeting or exceeding these achievement targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of total students will meet their targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% - 84% of total students will meet their targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% - 64% of total students will meet their targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 54% of total students will meet their targets.

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/160658-rhJdBgDruP/15% Only Value Added HEDI.docx*

## 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	SSCS District developed, Grade K - ELA assessment
1	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
2	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
3	4) State-approved 3rd party assessments	I-Ready Diagnostic 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 District will develop achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated based on the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of total students will meet their targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% - 79% of total students will meet their targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49% - 54% of total students will meet their targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 48% of total students will meet their targets.

### 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	SSCS District developed, Grade K - Math assessment
1	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
2	4) State-approved 3rd party assessments	I-Ready Diagnostic Assessment
3	4) State-approved 3rd party assessments	I-Ready Diagnostic 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 District will develop achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated based on the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of total students will meet their targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	55% - 79% of total students will meet their targets.

for grade/subject.

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.

49% - 54% of total students will meet their targets.

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

0% - 48% of total students will meet their targets.

### 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	SSCS District developed, Grade 6-Science assessment
7	5) District, regional, or BOCES-developed assessments	SSCS District developed, Grade 7-Science assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade Science State 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 District will develop achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated based on the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of total students will meet their targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% - 79% of total students will meet their targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49% - 54% of total students will meet their targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 48% of total students will meet their targets.

### 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	SSCS District developed, Grade 6-Social Studies assessment
7	5) District, regional, or BOCES–developed assessments	SSCS District developed, Grade 7 - Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	SSCS District developed, Grade 8 - Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District will develop achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated based on the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of total students will meet their targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% - 79% of total students will meet their targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49% - 54% of total students will meet their targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 48% of total students will meet their targets.

### 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	SSCS District, developed, Grade 9, Global I assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global History and Geography - State Regents Assessment

American History	3) Teacher specific achievement or growth score computed locally	United States History and Government- State Regents Assessment
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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 District will develop achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated based on the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of total students will meet their targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% - 79% of total students will meet their targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49% - 54% of total students will meet their targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 48% of total students will meet their targets.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment - State Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science - State Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry - State Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	Physics - State Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District will develop achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated based on the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of total students will meet their targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% - 79% of total students will meet their targets.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49% - 54% of total students will meet their targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 48% of total students will meet their targets.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Algebra I - State Regents Assessment
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry - State Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra II - State Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The District will develop achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated based on the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of total students will meet their targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% - 79% of total students will meet their targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49% - 54% of total students will meet their targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 48% of total students will meet their targets.

### 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	SSCS District developed, Grade 9- English Language Arts assessment
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	SSCS District developed, Grade 10 - English Language Arts assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Grade 11 - State English Language Arts Regents 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 District will develop achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated based on the percentage of students meeting or exceeding these achievement targets.
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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.	80% or more of total students will meet their targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% - 79% of total students will meet their targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49% - 54% of total students will meet their targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 48% of total students will meet their targets.

### 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
Technology	5) District/regional/BOCES-developed	SSCS District Developed Assessment in Technology, Grade Specific
Family Consumer Sciences	5) District/regional/BOCES-developed	SSCS District Developed Assessment in Family Consumer Science, Grade Specific
Art	5) District/regional/BOCES-developed	SSCS District Developed Assessment in Art, Grade Specific
Physical Education	5) District/regional/BOCES-developed	SSCS District Developed Assessment in Physical Education, Grade Specific
Business	5) District/regional/BOCES-developed	SSCS District Developed Assessment in Business Courses, Grade Specific
Keyboarding	5) District/regional/BOCES-developed	SSCS District Developed Assessment in Keyboarding, Grade Specific
Accounting	5) District/regional/BOCES-developed	SSCS District Developed Assessment in Accounting, Grade Specific
Spanish I, II, III	5) District/regional/BOCES-developed	SSCS District Developed Assessment in Spanish, Grade Specific
Music - Vocal	5) District/regional/BOCES-developed	SSCS District Developed Assessment in Vocal Music, Grade Specific
Music - Instrumental	5) District/regional/BOCES-developed	SSCS District Developed Assessment in Instrumental Music, Grade Specific
Health	5) District/regional/BOCES-developed	SSCS District Developed Assessment in Health , Grade Specific



	ed	
Library Skills	5) District/regional/BOCES--develo ed	SSCS District Developed Assessment in Library Skills, Grade Specific
Drivers Education	5) District/regional/BOCES--develo ed	SSCS District Developed Assessment in Drivers' Education , Grade Specific
All Teachers Not Named Above	5) District/regional/BOCES--develo ed	SSCS District Developed Assessment , grade level, subject specific, cummulative 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 District will develop achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated based on the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	80% or more of total students will meet their targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55% - 79% of total students will meet their targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49% - 54% of total students will meet their targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 48% of total students will meet their targets.

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

(No response)

### 3.13) HEDI Tables or Graphics

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

### 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.

*In the setting of the individual student growth targets teachers will work in consultation with district administration to set rigorous and comparable targets that take into consideration such approved factors as prior academic history, disabilities, and poverty status.*

*The rationale is that in this small rural LEA each student carries a greater impact on the overall percentage of the student population, ie...the average class size of 10 - 12 requires greater flexibility when setting growth targets.*

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

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

*Teachers with more than one locally selected measure shall have their single HEDI subcomponent category and score be determined from the weighting average of the percent of students in a teacher's class who achieve their targets. The "weights" shall be determined by class size, ie... a greater weight will be assigned to classes with a greater number of students.*

### 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 Wednesday, August 08, 2012

Updated Tuesday, January 08, 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.)

*NYSUT Teacher Practice Rubric*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Teachers will be assigned a score from 0 to 60 based on observations and evaluations conducted using the NYSUT Rubric. In order to determine this score (0 to 60), the teacher will receive a score of 1 to 4 (H=4, E=3, D=2, I=1) for each subcomponent or element observed within the 7 standards. The score from all observed subcomponents within each standard will be averaged to determine an average standard score out of 1-4. Once all standard are scored they will be averaged together resulting in an Overall Rubric score out of 1-4. Multiple observation scores will be averaged together to form an overall score of 1-4. The Overall Rubric Score will then convert to a HEDI score of 0 to 60 using the uploaded conversion chart in Task 4.5.*

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/5091/160719-eka9yMJ855/SSCS - 0 - 60 Conversion Chart\_1.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.	Highly Effective is 59 - 60.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective is 57 - 58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing is 50 - 56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective is 0 - 49.

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?

- In Person

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

- In Person

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

## 5. Composite Scoring (Teachers)

Created Tuesday, December 04, 2012

Updated Friday, January 04, 2013

### 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 Wednesday, August 08, 2012

Updated Saturday, January 05, 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/5265/160725-Df0w3Xx5v6/SSCS TIP Plan.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:

##### *D. Appeals Procedures*

*The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured teachers who meet the appeal process criteria identified below may use this appeal process. The appeal process shall provide for a timely and expeditious resolution of the appeal.*

*A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).*

*A tenured teacher who earns an overall rating of ineffective or developing may appeal the substance of the review and the corresponding teacher improvement plan. This will include but is not limited to the District's adherence to the standards and methodologies required for such review, as well as adherence to the Commissioner's regulations. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to the substance of teacher performance review and/or improvement plan.*

*This APPR Plan is part of the SSTA Contract and thus is subject to the grievance procedure. However, only procedural challenges will be determined through the grievance procedure.*

*In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.*

#### *E. Grounds for an Appeal*

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

- a. The substance of the Annual Professional Performance Review;*
- b. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;*
- c. The district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;*
- d. The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.*

#### *F. Notification of the Appeal*

*In order to be timely, the notification of the APPR appeal shall be filed, in writing, within 10 school days after the teacher has received the Final APPR Score. Notification of the appeal shall be provided to the superintendent of schools or his/her designee.*

#### *G. Supervising Administrator's Written Response to Appeal*

*Within 10 school days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.*

#### *H. Decisions on Appeal*

*Step 1 -- Conference with the supervising administrator.*

*A conference with the supervising administrator and Association representative shall occur within 15 days upon receipt of the detailed written response from the supervising administrator. The bargaining unit member shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Committee in writing, within 10 days of the conclusion of the conference.*

#### *Step 2 -- Labor-Management Panel*

*Appeals shall be decided in a final and binding manner, by a two member labor-management panel consisting of one member chosen by the SSTA and one member chosen by the administration who is different from the evaluator unless the SSTA agrees that the evaluator can act as the other member. If the decision of this committee is not unanimous, then it will go to a third member. This third member will must be mutually agreed upon by both parties. All cost for this third member (if applicable) will be shared by both the district and association.*

*The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Labor-Management Panel shall have the authority to rescind, modify, or affirm the rating. A new evaluation may be ordered.*

*The Labor-Management Panel may modify the TIP, set aside the rating, uphold the rating and/or call for a new review conducted by an administrator (not the original evaluator) or, if available, a trained teacher leader (selected by the Association). A written determination will be rendered within 15 school days.*

*The determination of the appeal pursuant to the above process is final and binding.*

*Failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure.*

*This appeals process will be timely and expeditious pursuant to Education Law 3012-c.*

## **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.

### *III. Measures of teacher effectiveness based on the NYS Teaching Standards*

#### *A. Training for Evaluators and Staff*

*The NYSUT Teacher Rubric was chosen through negotiations. Any evaluator [administrator, supervisor or peer reviewers and/or external evaluators, if applicable] who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.*

*The training the lead evaluators receive will be continuous and ongoing throughout the duration of this plan and subsequent plans. Such training shall include consistent re-calibration to ensure substantive inter-rater reliability. The aforementioned training shall lead to the re-certification of lead evaluators in subsequent plans.*

*All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 10 calendar days of the beginning of each subsequent school year for newly hired staff if possible and reasonable.*

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

- a. New York State Teaching Standards*
- b. Evidence-based observation methods*
- c. Application and use of Student Growth Percentile and Value Added Growth Model data*
- d. Application and use of the NYSUT teacher rubric*
- e. Use of Statewide Instructional Reporting System*
- f. Scoring methodology used to evaluate teachers*
- g. Specific considerations in evaluating teachers of English Language Learners and students with disabilities.*

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

- a. New York State Teaching Standards*
- b. Evidence-based observation methods*
- c. Application and use of Student Growth Percentile and Value Added Growth Model data*
- d. Application and use of the NYSUT teacher rubric*
- e. Use of Statewide Instructional Reporting System*
- f. Scoring methodology used to evaluate teachers*
- g. Specific considerations in evaluating teachers of English Language Learners and students with disabilities.*

*Both the evaluators and lead evaluators will be attending training either at the regional or state level, provided by the District's Network Team, NYSUT approved trainers and/or by other professionals in the field prior to being certified and prior to any observations. All evaluators and lead-evaluators have attended NYSUT training on use of the NYSUT rubric to ensure inter-rater reliability.*

*The Sharon Springs School Board will certify that all evaluators and lead-evaluators have attended appropriate training in all 7 elements. The Board of Education will certify the evaluators and lead evaluators initially before they are allowed to complete final evaluations and*

*will re-certify all evaluators and lead-evaluators on a yearly basis after ensuring that all needed additional training has been met. Training will be an ongoing process.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

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• Checked

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(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 Wednesday, August 08, 2012

Updated Wednesday, December 05, 2012

### Page 1

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

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

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

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

	PK-12
	(No response)
	(No response)
	(No response)
	(No response)
	(No response)
	(No response)

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

Please check the boxes below:

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

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

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



State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		

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

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <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 Wednesday, August 08, 2012

Updated Tuesday, January 08, 2013

### Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-12	(d) measures used by district for teacher evaluation	I - Ready Diagnostic Assessment, 4 - 8 Grade NYS Math/ELA Assessment, SSCS District Developed, Grade and Subject Specific Assessment, All Regents Assessments

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.	K-3 Students will take the I-Ready Assessment; Grades 4 - 6 will take NYS Assessments; Grades 9 - 12 Students will take Regents Assessments; All grades and classes not covered by these assessments, will use District developed, grade and subject specific assessments. The District will develop achievement targets, as comparable achievement measures for principals. Each principal in collaboration with their lead evaluator will set achievement targets. HEDI points will be awarded based on percentages of students meeting or exceeding achievement targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meet their targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students meet their targets.

---

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

---

22-64% of the students meet their targets.

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

0-21% of students meet their targets.

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word )

*(No response)*

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

[assets/survey-uploads/5366/160732-qBFVOWF7fC/Principal 15 HEDI Conversion Chart\\_1.doc](#)

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at*

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
N/A		

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

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

N/A

### 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.

N/A

### 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 Wednesday, August 08, 2012

Updated Tuesday, January 08, 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.

*Principals will be assigned a raw score from 0 to 60 based on observations and evaluations conducted using the Multidimensional Principal Performance Rubric. In order to determine this score (0 to 60), the principal will receive a score of 1 to 4 for each subcomponent observed within the 6 Domains. The score from all observed subcomponents within each domain will be averaged to determine an average Domain score out of 1-4. Once all Domains are scored they will be averaged together resulting in an Overall Rubric score out of 1-4. The Overall Rubric Score will then convert to a HEDI score of 0 to 60 using the uploaded conversion chart in Task 9.7.*

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/5143/160734-pMADJ4gk6R/Principal 0 - 60 Scale Chart\_1.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.	The principal will be considered highly effective if he/she scores 59-60 points.
Effective: Overall performance and results meet standards.	The principal will be considered effective if he/she scores 57-58 points.
Developing: Overall performance and results need improvement in order to meet standards.	The principal will be considered developing if he scores 50-56 points.
Ineffective: Overall performance and results do not meet standards.	The principal will be considered ineffective if he/she scores 0-49 points.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### Probationary Principals

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

### Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Wednesday, August 08, 2012

Updated Friday, January 04, 2013

## 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 Wednesday, December 05, 2012

## 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/5276/266113-Df0w3Xx5v6/SSCS PIP Plan.doc*

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Sharon Springs Central School Appeals Process*

*Principal's Appeals Process*

*Notification of the Appeal:*

*In order to be timely, the notification of the APPR appeal shall be filed, in writing, within fifteen (15) school days after the principal has received the APPR. Notification of the appeal shall be provided to the Independent Evaluator/Administrator and the Sharon Springs Central School Board of Education President or his designee.*



#### *Independent Evaluator/Administrator's Written Response to Appeal:*

*Within fifteen (15) days of receipt of an appeal, the supervising administrator must submit a detailed written response. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.*

#### *Decisions on Appeal:*

##### *Step 1:*

*Conference with the trained independent evaluator or administrator and the principal will occur within fifteen (15) days of the detailed written response from the supervising administrator. The conference shall be an informal meeting wherein the trained evaluator and the employee are able to discuss the evaluation and the areas of dispute. If the principal is not satisfied with the outcome, he/she may proceed to Step 2. The second step shall be initiated by the principal by notifying the APPR Review Committee in writing within five (5) school days of the conclusion of the conference.*

##### *Step 2:*

##### *APPR Review Committee:*

*The APPR Review Committee shall be made up of:*

- 1. Trained Independent Evaluator/Administrator*
- 2. Sharon Springs Central School Board of Education President*
- 3. An additional Sharon Springs Central School Board of Education Member chosen by the Board President*

*The committee shall meet within fifteen (15) days of notification of the principal. The Committee shall reach its finding using the consensus model. The committee shall have the authority to rescind, modify or affirm the rating.*

*The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The decision will be made within fifteen (15) days of the committee meeting.*

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

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

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

- 1. New York State Teaching Standards and ISLLC 2008 Leadership Standards*
- 2. Evidence-based Observation Methods*
- 3. Application and use of Student Growth Percentile and Value Added Growth Model Data*
- 4. Application and use of the Multi-dimensional Principal Performance Rubric*
- 5. Use of Statewide Instructional Reporting System*
- 6. Scoring Methodology used to Evaluate Teachers*
- 7. Specific Considerations in Evaluating Teachers of English Language Learners and Students with Disabilities.*

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

- 1. New York State Teaching Standards and ISLLC 2008 Leadership Standards*
- 2. Evidence-based Observation Methods*
- 3. Application and use of Student Growth Percentile and Value Added Growth Model Data*
- 4. Application and use of the Multi-dimensional Principal Performance Rubric*
- 5. Use of Statewide Instructional Reporting System*
- 6. Scoring Methodology used to Evaluate Teachers*
- 7. Specific Considerations in Evaluating Teachers of English Language Learners and Students with Disabilities.*

*Both the evaluators and the lead evaluators will be attending training at either the regional or state level, provided by the District's*

*Network's Team, NYSUT approved trainers and/or by other professionals in the field prior to being certified and prior to any observations. All evaluators and lead - evaluators will have attended training on the Multi-dimensional Principal Performance Rubric to ensure inter-rater reliability.*

*The Sharon Springs Central School Board will certify that all evaluators and lead-evaluators have attended appropriate training in all seven (7) elements. The Board of Education will certify the evaluators and lead-evaluators initially, before they are allowed to complete final evaluations and will re-certify all evaluators and lead-evaluators on a yearly basis after ensuring that all needed additional training has been met. Training will be an on-going process.*

## 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 Wednesday, August 08, 2012

Updated Tuesday, January 08, 2013

### Page 1

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

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

*assets/survey-uploads/5581/160739-3Uqgn5g9lu/SSCS Joint Certification - 01-08-13 11.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.

## Calculating the Score from the Rubric

<b>I</b>	<b>Knowledge of Students and Student Learning</b>	<b>Score</b>
1.1a	<i>Describes and plans using knowledge of developmental characteristics of students (out of 4)</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregiver (out of 4).</i>	
<b>C</b>	<b>Total standard score (out of 8)</b>	

<b>5</b>	<b>Assessment for Student Learning</b>	<b>Score</b>
5.2a	<i>Uses assessment data to set goals and provide feedback to students (out of 4)</i>	
5.2b	<i>Engages students in self-assessment (out of 4)</i>	
<b>C</b>	<b>Total standard score (out of 8)</b>	

<b>2</b>	<b>Knowledge of Content and Instructional Planning</b>	<b>Score</b>
2.2a	<i>Incorporates diverse social and cultural perspectives (out of 2)</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving (out of 1)</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences (out of 1)</i>	
2.6a	<i>Organizes physical space (out of 2)</i>	
2.6b	<i>Selects materials and resources (out of 2)</i>	
<b>C</b>	<b>Total standard score (out of 8)</b>	

<b>3</b>	<b>Instructional Practice</b>	<b>Score</b>
3.3a	<i>Articulates measures of success (out of 2)</i>	
3.3b	<i>Implements challenging learning experiences (out of 2)</i>	
3.6a	<i>Uses formative assessment to monitor and adjust pacing (out of 2)</i>	
3.6b	<i>Provides feedback during and after instruction (out of 2)</i>	
<b>C</b>	<b>Total standard score (out of 8)</b>	

<b>6</b>	<b>Professional Responsibilities and Collaboration</b>	<b>Score</b>
6.1a	<i>Demonstrates ethical, professional behavior (out of 2.5)</i>	
6.1b	<i>Advocates for students (out of 2.5)</i>	
6.1c	<i>Demonstrates ethical use of information and information technology (out of 2.5)</i>	
6.1d	<i>Completes training to comply with state and local requirements and jurisdiction (out of 2.5)</i>	
<b>C</b>	<b>Total standard score (out of 10)</b>	

<b>4</b>	<b>Learning Environment</b>	<b>Score</b>
4.2b	<i>Promotes student curiosity (out of 1)</i>	
4.2c	<i>Promotes student pride in work and accomplishments (out of 1)</i>	
4.4a	<i>Organizes the physical environment (out of 2)</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals (out of 2)</i>	
4.4c	<i>Establishes classroom safety (out of 2)</i>	
<b>C</b>	<b>Total standard score (out of 8)</b>	

<b>7</b>	<b>Professional Growth</b>	<b>Score</b>
7.2a	<i>Sets goals (out of 2.5)</i>	
7.2b	<i>Engages in professional growth (out of 2.5)</i>	
7.3a	<i>Gives and receives constructive feedback (out of 2.5)</i>	
7.3b	<i>Collaborates (out of 2.5)</i>	
<b>C</b>	<b>Total standard score (Out of 10)</b>	

Assessment of Practice	Scores
Transfer standard scores to the boxes below	
Standard 1 Knowledge of Students and Student Learning	
Standard 2 Knowledge of Content and Instructional Planning	
Standard 3 Instructional Practice	
Standard 4 Learning Environment	
Standard 5 Assessment for Student Learning	
Standard 6 Professional Responsibilities and Collaboration	
Standard 7 Professional Growth	
Total score of professional practice	

**As derived from the TED document**

**For Elements with a total of 1 point**

Highly effective = 1

Effective = .95

Developing = 0.75

Ineffective = 0.5

**For Elements with a total of 2 point**

Highly effective = 2

Effective = 1.9

Developing = 1.5

Ineffective = 1

**For Elements with a total of 2.5 point**

Highly effective = 2.5

Effective = 2.375

Developing = 2.25

Ineffective = 1.25

**For Elements with a total of 4 point**

Highly effective = 4

Effective = 3.8

Developing = 3

Ineffective = 2

**Total Composite Score:**

**Highly Effective: 59-60**

**Effective: 57-58**

**Developing: 50-56**

**Ineffective: 0-49**

## Worksheet: Calculating the Composite Score of Teacher Effectiveness

<b>1 Subcomponent A</b> First, acquire the State assessments score, expressed as a number from 0-20 (TSCPS)	/20
<b>2 Subcomponent B</b> Next, using your local methodology, acquire a value expressed as a number between 0-20, representing a score derived from multiple locally selected measures of student achievement	/20
<b>3 Subcomponent C</b> The scoring methodology has resulted in a rating of 1-4. Use a locally negotiated conversion table to express this score as a value between 0-60	/60
<b>4 Add A + B + C</b>	Total /100

Identify in which scoring range the composite score falls to determine a final effectiveness rating.

Highly Effective (91-100)

Effective (75-90)

Developing (65-74)

Ineffective (0-64)

Final effectiveness rating: \_\_\_\_\_

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

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



**20% Local (Achievement and/or Growth) & 20% State (Growth)**

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
94-100	87-93	80-86	78-79	76-77	73-75	70-72	67-69	64-66	61-63	58-60	55-57	54	53	52	51	50	49	48	47	≤46

# Sharon Springs Central School

## 0-60 Conversion Chart

Ineffective 1.0 - 1.99 Points	Developing 2.00 - 2.74 Points	Effective 2.75 - 3.49 Points	Highly Effective 3.5 - 4.0 Points
1.98 - 1.99 = 49	1.38 - 1.39 = 19	2.64 - 2.74 = 56	3.12 - 3.49 = 58
1.96 - 1.97 = 48	1.36 - 1.37 = 18	2.53 - 2.63 = 55	2.75 - 3.11 = 57
1.94 - 1.95 = 47	1.34 - 1.35 = 17	2.43 - 2.52 = 54	
1.92 - 1.93 = 46	1.32 - 1.33 = 16	2.32 - 2.42 = 53	
1.90 - 1.91 = 45	1.30 - 1.31 = 15	2.22 - 2.31 = 52	
1.88 - 1.89 = 44	1.28 - 1.29 = 14	2.11 - 2.21 = 51	
1.86 - 1.87 = 43	1.26 - 1.27 = 13	2.00 - 2.10 = 50	
1.84 - 1.85 = 42	1.24 - 1.25 = 12		
1.82 - 1.83 = 41	1.22 - 1.23 = 11		
1.80 - 1.81 = 40	1.20 - 1.21 = 10		
1.78 - 1.79 = 39	1.18 - 1.19 = 9		
1.76 - 1.77 = 38	1.16 - 1.17 = 8		
1.74 - 1.75 = 37	1.14 - 1.15 = 7		
1.72 - 1.73 = 36	1.12 - 1.13 = 6		
1.70 - 1.71 = 35	1.10 - 1.11 = 5		
1.68 - 1.69 = 34	1.08 - 1.09 = 4		
1.66 - 1.67 = 33	1.06 - 1.07 = 3		
1.64 - 1.65 = 32	1.04 - 1.05 = 2		
1.62 - 1.63 = 31	1.02 - 1.03 = 1		
1.60 - 1.61 = 30	1.00 - 1.01 = 0		
1.58 - 1.59 = 29			
1.56 - 1.57 = 28			
1.54 - 1.55 = 27			
1.52 - 1.53 = 26			
1.50 - 1.51 = 25			
1.48 - 1.49 = 24			
1.46 - 1.47 = 23			
1.44 - 1.45 = 22			
1.42 - 1.43 = 21			
1.40 - 1.41 = 20			

## Principal 15 Point HEDI Conversion Chart

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	15	14		13	12			11	10	9	8		7	6	5	4	3	2	1	0
	93-100	85-92		81-84	77-80			74-76	71-73	68-70	65-67		55-64	47-54	39-46	31-38	22-30	15-21	7-14	0-6

# SHARON SPRINGS CENTRAL SCHOOL

## PRINCIPAL 0 – 60 CONVERSION SCALE

Ineffective 1.0 - 1.99 Points		Developing 2.00 – 2.74 Points	Effective 2.75 – 3.49 Points	Highly Effective 3.5 – 4.0 Points
1.98 – 1.99 = 49	1.38 – 1.39 = 19	2.64 – 2.74 = 56	3.12 – 3.49 = 58	3.75 – 4.0 = 60
1.96 – 1.97 = 48	1.36 – 1.37 = 18	2.53 – 2.63 = 55	2.75 – 3.11 = 57	3.50 – 3.74 = 59
1.94 – 1.95 = 47	1.34 – 1.35 = 17	2.43 – 2.52 = 54		
1.92 – 1.93 = 46	1.32 – 1.33 = 16	2.32 – 2.42 = 53		
1.90 – 1.91 = 45	1.30 – 1.31 = 15	2.22 – 2.31 = 52		
1.88 – 1.89 = 44	1.28 – 1.29 = 14	2.11 – 2.21 = 51		
1.86 – 1.87 = 43	1.26 – 1.27 = 13	2.00 – 2.10 = 50		
1.84 – 1.85 = 42	1.24 – 1.25 = 12			
1.82 – 1.83 = 41	1.22 – 1.23 = 11			
1.80 – 1.81 = 40	1.20 – 1.21 = 10			
1.78 – 1.79 = 39	1.18 – 1.19 = 9			
1.76 – 1.77 = 38	1.16 – 1.17 = 8			
1.74 – 1.75 = 37	1.14 – 1.15 = 7			
1.72 – 1.73 = 36	1.12 – 1.13 = 6			
1.70 – 1.71 = 35	1.10 – 1.11 = 5			
1.68 – 1.69 = 34	1.08 – 1.09 = 4			
1.66 – 1.67 = 33	1.06 – 1.07 = 3			
1.64 – 1.65 = 32	1.04 – 1.05 = 2			
1.62 – 1.63 = 31	1.02 – 1.03 = 1			
1.60 – 1.61 = 30	1.00 – 1.01 = 0			
1.58 – 1.59 = 29				
1.56 – 1.57 = 28				
1.54 – 1.55 = 27				
1.52 – 1.53 = 26				
1.50 – 1.51 = 25				
1.48 – 1.49 = 24				
1.46 – 1.47 = 23				
1.44 – 1.45 = 22				
1.42 – 1.43 = 21				
1.40 – 1.41 = 20				

## 15% Local Value Added Growth Model (4-8 Math & ELA)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	15	14		13	12			11	10	9	8		7	6	5	4	3	2	1	0
	93-100	85-92		83-84	78-82			75-77	72-74	69-71	65-68		63-64	61-62	59-60	57-58	55-56	50-54	47-49	0-46

**20% Local (Achievement and/or Growth) & 20% State (Growth)**

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
94-100	87-93	80-86	78-79	76-77	73-75	70-72	67-69	64-66	61-63	58-60	55-57	54	53	52	51	50	49	48	47	≤46

## TEACHERS' IMPROVEMENT PLAN

Teacher

### Composite Score

Subject/Grade Level

### Score Breakdown

Administrator

Date(s): Pre-Conference

Observation(s)

Mentor

Standards Chosen for Further Development	Action(s) to be Taken	Administrator's Responsibilities	Teacher's Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

Target date for accomplishing change: \_\_\_\_\_

- Date of intermediate benchmark meeting: \_\_\_\_\_
- Dates of agreed to additional meetings/observations: \_\_\_\_\_

Is release time required for courses, workshops and observations to help the teacher in his/her growth? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, how much time? \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Representative/Witness Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Or Teacher's Signature Waiving Representation: \_\_\_\_\_ Date: \_\_\_\_\_

# PRINCIPALS' IMPROVEMENT PLAN

Principal \_\_\_\_\_ Composite Score \_\_\_\_\_

Building \_\_\_\_\_ Score Breakdown \_\_\_\_\_

Administrator \_\_\_\_\_ Date(s): Pre-Conference \_\_\_\_\_ Observation(s) \_\_\_\_\_ Mentor \_\_\_\_\_

Standards Chosen for Further Development	Action(s) to be Taken	Superintendent's Responsibilities	Principal's Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

Target date for accomplishing change: \_\_\_\_\_

- Date of intermediate benchmark meeting: \_\_\_\_\_
- Dates of agreed to additional meetings/observations: \_\_\_\_\_

BOE Representative/Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Representative/Witness Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Or Principal's Signature Waiving Representation: \_\_\_\_\_ 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:

01/08/13

*Dan Grier*

Teachers Union President Signature: Date:

01/08/13

*D. A. C.*

Administrative Union President Signature: Date:

01/08/13

*B. Grier*

Board of Education President Signature: Date:

01/08/13

*Helen Roberts - Vice President*



# Sharon Springs Central School

PO Box 218, 514 State Route 20  
Sharon Springs, New York 13459

District Office  
518-284-2266  
Fax 518-284-9033

Main/Guidance Office  
518-284-2267  
Fax 518-284-9075

Bus Garage  
518-284-9047  
Fax 518-284-9073



January 8, 2013

Commissioner of Education  
New York State Department of Education  
89 Washington Avenue  
Albany, NY 12234

To Whom It May Concern:

Our Sharon Springs Central School Board of Education President is out of town for an extended period of time. In the absence of the Sharon Springs Central School Board of Education President, James MacFadden, our Vice-President, Helen Roberts, is authorized to sign our APPR Plan Joint Certification and to bind the Board of Education. This authorization can be verified by Sharon Springs Central School Board of Education Policy 3.3 (attached).

Sincerely,

Patterson R. Green  
Superintendent of Schools

PRG:lw  
Att: BOE Policy 3.3

DUTIES OF THE VICE PRESIDENT

The Vice President of the Board of Education shall have the power and duties of the President during his/her absence or disability, and such other powers and duties as the Board may from time to time determine.

Legal Reference: Section 1701, 1709, 1920