

MEMORANDUM OF AGREEMENT
between the
KATONAH-LEWISBORO UNION FREE SCHOOL DISTRICT
and the
KATONAH-LEWISBORO DISTRICT TEACHERS' ASSOCIATION

MEMORANDUM OF AGREEMENT, dated this 31st day of July 2012, by and between the negotiating representatives of the KATONAH-LEWISBORO DISTRICT TEACHERS' ASSOCIATION, (hereinafter referred to as the "Association") and the negotiating representatives of the KATONAH-LEWISBORO UNION FREE SCHOOL DISTRICT (hereinafter referred to as the "District").

WHEREAS, the District and the Association have been negotiating certain elements of the District's Annual Professional Performance Review (APPR) Plan, as required by Education Law § 3012-c, Subpart 30-2 of the Rules of the Board of Regents, and § 100.2(o) of the Regulations of the Commissioner of Education; and

WHEREAS, the parties have negotiated all items necessary for submission of the APPR Plan to the Commissioner as they relate to performance and conduct of teachers employed by the District; and

WHEREAS, the parties desire to memorialize their agreement as it relates to the APPR Plan.

NOW, THEREFORE, IT IS AGREED by and between the District and the Association as follows:

1. The attached narrative APPR Plan document, Attachment 1, represents the parties' agreements regarding the District's APPR Plan for the 2012-2013 school year. It is expressly understood that the terms and conditions of the APPR Plan that are non-negotiable shall remain non-negotiable and nothing herein shall be construed to convert any such non-negotiable matter into a mandatory subject of bargaining.
2. The parties acknowledge that the contents of the District's APPR Plan must be entered electronically into an online form prescribed by the New York State Education Department.

3. The parties agree that Attachment 1 shall be incorporated into the District's 2012-13 APPR Plan, submitted via the online form, "Review Room".

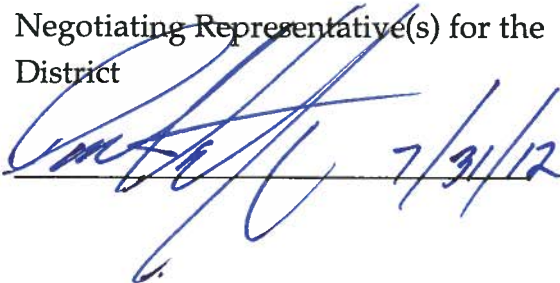
4. The parties acknowledge that the implementation of the APPR Plan is subject to approval by the Commissioner of Education, and that the submission of the APPR Plan to the Commissioner is subject to approval of the Plan by the Board of Education.

5. The parties agree that any material changes must be submitted to the Commissioner. Further, the parties agree that, should the Commissioner, upon review of the attached Plan find it in whole or in part, not in compliance with applicable law and/or regulations, the parties will promptly meet to negotiate the required modifications.

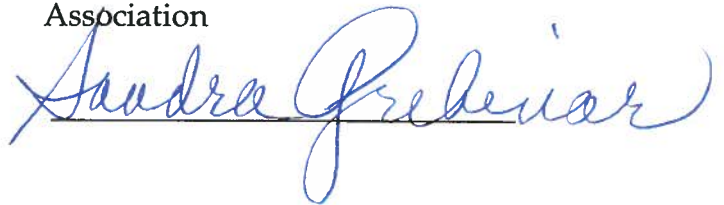
6. The District shall provide the Association with copies of the final APPR Plan, as entered into the online form, Review Room, upon submission of the form to the New York State Education Department.

7. The parties agree that they must renegotiate all aspects and details of the Plan which are subject to negotiation for the 2013-14 school year and agree to begin negotiations for a successor Plan no later than May 15, 2013.

Negotiating Representative(s) for the
District

 7/31/12

Negotiating Representatives for the
Association



**KATONAH-LEWISBORO UNION FREE SCHOOL DISTRICT
KATONAH, NEW YORK**

**Annual Professional
Performance Review (APPR)**

*Adopted by the Board of Education
August 9, 2012*

TABLE OF CONTENTS

Statement of Purpose	2
Katonah-Lewisboro School District Mission Statement	2
Professional Development	2
Plan Requirements	3
Categories for Evaluation	3
Performance Appraisal	4
Observation Process.....	5
Teacher Artifacts	6
Scoring Methodology	7
Student Learning Objectives.....	9
Appeal Procedure.....	10
Teacher Improvement Plan.....	12
Evaluator Training	17
Training for Staff	18
Data Management.....	18
Development, Security, and Scoring of Assessments	20
Existence of Plan	21
Use of APPR Evaluation in Employment Decisions	21
Reflection.....	21

COMMITTEE MEMBERS

Karen Basdekis
Monica Bermiss
Carolann Castellano
Rosemarie Colaizzi
Sandra Costin
Alice Cronin
Isabel DiMarco
Mary Dillon
Janet Duffy
Kerry Ford
Jennifer Fraczek
Cindy Greenberg
Michael Gelfer
Sandra Grebinar
Cristy Harris

Connie Hayes
Barbara Howell
Christine Hurson
Andrea Kantor
Gwen Kopeinig
Jackie Kovatch
Christine Koziol
Paul Kreutzer
Kerrie Kuntz
Henriette Kutscher
Rich Leprine
Dale Lichtenstein
Enid Linden
Ann Marie Lipinsky
Lorraine Lynch

Jennifer McLean
Michele MacDonald
Marc McAlley
Diane Moller
Kathleen Nevin
Janet O'Loughlin
Odelia Ritzcovan
Thomas Rizzotti
Christine Samuelsohn
Amy Shimberg
Amy Signore
Amy Stockfield
Susan Thorp-Dillon
Christine Watroba
Jessica Wood-Kelley

STATEMENT OF PURPOSE

The overarching goal of the teacher evaluation system is to promote student learning and improve professional practice. The Katonah-Lewisboro School District is committed to encouraging professional growth of staff members based upon current research, best practices, and the New York State Teaching Standards. Successful implementation of our Annual Professional Performance Plan (APPR) will be evidence of the District's support of both our mission statement and our beliefs about professional development.

MISSION STATEMENT

The mission of the Katonah-Lewisboro School District, a student-inspired, community-based center of educational excellence, is to ensure that each student has a passion for learning and defines and achieves individual success in a dynamic, competitive global society through a system distinguished by:

- Highly motivated active learners who continuously assess their progress and feel joy in their accomplishments;
- Faculty and staff dedicated to the success of all students;
- Rigorous curricula and innovative approaches to instruction that honor the uniqueness in each student;
- Collaboration among school, home, and community to create a stimulating learning environment.

PROFESSIONAL DEVELOPMENT

Professional development is an essential process that continues over the course of an educator's career. The evaluation system is one portion of professional development that takes place annually for teachers. Teachers and administrators are responsible for engaging in ongoing learning, reflecting with others on their practice, and contributing to colleagues' development. A professional development program must ensure that the growth of teachers and administrators is enhanced and improved as a result of the program.

Beliefs:

- Common understandings will be further developed because the program encourages and requires some collaborative work
- Individual differences in teachers will be respected
- Teachers will participate in safe, structured conversations about the outcomes of their teaching
- The spirited exchange of meaningful dialogue will prove useful to teachers
- Teachers must be given the resources and opportunity to reflect on the efficacy of their practice

Authentic conversations about teaching lead to professional empowerment. One of the goals of this process is to create a model of teacher autonomy where the teacher will develop the ability to self-monitor, self-analyze, and self-evaluate. When involved with self-reflection, teachers can let ideas surface that might otherwise have gone untapped. Supervisors will use the evaluation process to help teachers construct their own knowledge about teaching and learning as they provide teachers with high-quality, evidence-based feedback.

We recognize that these goals strive toward the ideal. The role of the supervisor continues to be an important one. In the final analysis, the supervisor evaluates the success of the teacher in translating professional growth and development into effective classroom practices.

PLAN REQUIREMENTS

Under Education Law 3012-c, each teacher must receive an APPR resulting in a single composite effectiveness score and a rating of highly effective, effective, developing, or ineffective. The composite score will be determined as follows:

20 percent student growth on state measures or a comparable measure of student growth (25 percent upon implementation of a value-added growth model)

20 percent locally selected measures of student achievement that are rigorous and comparable across classrooms (15 percent upon implementation of a value-added growth model)

60 percent based on multiple measures of effective teaching practice aligned with New York State's Teaching Standards.

CATEGORIES FOR EVALUATION AND SUMMARY REVIEW

1. **Knowledge of Students and Student Learning** – Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.
2. **Knowledge of Content and Instructional Planning** – Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.
3. **Instructional Practice** – Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
4. **Learning Environment** – Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
5. **Assessment for Student Learning** – Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
6. **Professional Responsibilities and Collaboration** – Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
7. **Professional Growth** – Teachers set informed goals and strive for continuous professional growth.

PERFORMANCE APPRAISAL

This part of the APPR will outline the procedures used to conduct an evaluation of the professional staff members. The procedures are different for untenured and tenured teachers. The procedures for evaluation shall be distributed to all teachers and administrators at the beginning of each school year. All teachers and administrators will be provided training prior to evaluation.

TEACHER PRACTICE RUBRIC

The District will use the rubric, *The Framework for Teaching*, Charlotte Danielson, (2011 Revised Edition), to measure teacher effectiveness aligned to the NYS Teaching Standards.

TEACHER OBSERVATIONS

Trained administrators in the District will conduct multiple observations. The building principal is responsible for one of the formal observations. All other observations can be done by any trained administrators and supervisors who are permanent employees of the District (interim, tenured, or non-tenured). Anyone being observed by anyone other than the building principal will be notified in writing by October 1 (and before the observation occurs). Below notes the procedures for untenured and tenured staff:

Untenured Staff

Untenured teachers will be observed at least three (3) times over the course of the school year. The first observation will be announced and will include a pre-observation conference. The second observation will be unannounced. Untenured teachers will have the option of having their third observation announced or unannounced. Teachers must inform their supervisor(s) prior to the last school day in December of their preference for the third observation. Untenured staff members may also have the option for a fourth formal observation at the request of either the teacher or an administrator. The fourth observation, if conducted, will be unannounced. After all formal observations, the teacher will receive written feedback using the rubric and have the opportunity for a post-observation conference.

Tenured Staff

Tenured teachers will be observed at least two (2) times over the course of the school year. One observation will be announced and will include a pre-observation conference. The second observation will be unannounced. Tenured staff members may have the option for a third formal observation at the request of either the teacher or an administrator. The third observation, if conducted, will be unannounced. After all formal observations, the teacher will receive written feedback using the rubric and be provided with the opportunity to meet for a post-observation conference.

All teachers will receive a summary evaluation no later than five (5) school days prior to the last teacher school day of the school.

THE OBSERVATION PROCESS

This model is based on the assumption that the teacher and the administrator will work together in a collaborative fashion to help the teacher grow as a professional. It is comprised of multiple steps:

1. Pre-Observation Conference (where applicable)

The essence of this conference may include but will not be restricted to a review of district and/or building goals, a review of the categories for evaluation, a sharing of a lesson plan, and/or a discussion of procedures involved in the evaluation process. A pre-observation conference is required for the announced formal evaluation(s) but is not required for unannounced observations or end of year summary evaluations. All teachers will be given adequate notice (no less than 5 school days) of the pre-conference date. The pre-observation conference shall take place two (2) to five (5) school days prior to the observation. Teachers should bring relevant materials, including a lesson plan, to the pre-observation conference. This will be the basis of the pre-observation conversation between the teacher and the observing administrator.

2. Observation

The evaluator will observe the teacher in the performance of professional duties. A written evaluation must be completed using *The Framework for Teaching, Charlotte Danielson, (2011 Revised Edition)* focusing on Domains 1-3.

3. Post-Observation Conference

The teacher will be provided with the opportunity to meet for a post-observation conference following all formal evaluations. The written observation report will be provided to the teacher not more than ten (10) school days following the observed lesson for the teacher's review. The teacher should have at least two (2) school days to review the observation document prior to the post-observation conference. During this conference, the teacher and administrator will discuss the results of the observed lesson.

TEACHER ARTIFACTS

The purpose of the artifacts is twofold. First, points will be allocated specifically for artifacts submitted that provide evidence of the teacher's efforts in each component. Second, artifacts will be considered by administrators in conjunction with observations and other interactions in determining final ratings on the teacher practice rubric. The artifacts are to be physical or electronic "objects" that teachers include for the specific purpose of providing a snapshot of their performance in a given area of the rubric. For the 2012-2013 school year, teachers are asked to submit no later than May 1, 2013:

One artifact for each of the following areas that demonstrates the teacher's **ability** to:

- set instructional outcomes
- design coherent instruction
- design student assessments
- create an environment of respect and rapport
- establish a culture for learning
- manage classroom procedures
- manage student behavior
- organize physical space
- communicate with students
- use questions and discussion techniques
- engage students in learning
- use assessments in instruction
- demonstrate flexibility and responsiveness

One artifact for each of the following areas that demonstrates the teacher's **knowledge** of:

- content and pedagogy
- students
- resources

Two artifacts for each of the following areas that demonstrate the teacher's **ability** to:

- reflect on teaching
- maintain accurate records
- communicate with families
- participate in a professional community
- grow and develop professionally
- show professionalism

SCORING METHODOLOGY

The Commissioner's regulations require that each teacher be evaluated annually on the NYS Teaching Standards using an approved rubric as part of the Multiple Measures of Teacher Effectiveness. The Katonah-Lewisboro School District has selected the Framework for Teaching, Charlotte Danielson, (2011 Revised Edition). This portion of the teacher's evaluation is worth 60 points of the composite score. Points in each domain will be allocated as follows:

Classroom Performance:

DOMAIN 1: Planning and Preparation16 points

DOMAIN 2: The Classroom Environment11 points

DOMAIN 3: Instruction15 points

Subtotal: 42 points

DOMAIN 4: Professional Responsibilities18 points

Total: 60 points

When writing a final evaluation, the evaluator will consider the ratings of distinguished, proficient, basic, and unsatisfactory, in conjunction with the teacher submitted artifacts, to determine a final rating for each component on the rubric. Points will be allocated for each component as follows:

Component	D-Obs	P-Obs	B-Obs	U-Obs	Accepted Artifact	Artifact not accepted	Max
1a	2	1.7	1.4	0	1	0	3
1b	2	1.7	1.4	0	1	0	3
1c	2	1.7	1.4	0	1	0	3
1d	1	.85	.7	0	1	0	2
1e	2	1.7	1.4	0	1	0	3
1f	1	.85	.7	0	1	0	2
2a	2	1.7	1.4	0	1	0	3
2b	1	.85	.7	0	1	0	2
2c	1	.85	.7	0	1	0	2
2d	1	.85	.7	0	1	0	2
2e	1	.85	.7	0	1	0	2
3a	2	1.7	1.4	0	1	0	3
3b	2	1.7	1.4	0	1	0	3
3c	2	1.7	1.4	0	1	0	3
3d	2	1.7	1.4	0	1	0	3
3e	2	1.7	1.4	0	1	0	3
4a	1	.85	.7	0			3
4a artifact 1					1	0	
4a artifact 2					1	0	
4b	1	.85	.7	0			3
4b artifact 1					1	0	
4b artifact 2					1	0	
4c	1	.85	.7	0			3
4c artifact 1					1	0	
4c artifact 2					1	0	
4d	1	.85	.7	0			3
4d artifact 1					1	0	
4d artifact 2					1	0	
4e	1	.85	.7	0			3
4e artifact 1					1	0	
4e artifact 2					1	0	
4f	1	.85	.7	0			3
4f artifact 1					1	0	
4f artifact 2					1	0	

COMPOSITE SCORE

The teacher's final evaluation rating is the total of the three subcomponents of the evaluation system: 1) growth or comparable measures; 2) locally selected measures; and 3) multiple measures of teacher effectiveness. The following scoring bands will be applied to determine the teacher's rating for the school year.

2012-2013 with no approved Value-Added measure	Growth or Comparable Measures (20 points)	Locally Selected Measures (20 points)	Multiple Measures of Effectiveness (60 points)	Overall Composite Score (100 points)
Highly Effective	18 – 20	18 – 20	55-60	91 – 100
Effective	9 – 17	9 – 17	45-54	75 - 90
Developing	3 – 8	3 – 8	30-44	65 – 74
Ineffective	0 – 2	0 – 2	0-29	0 - 64

The point values for the HEDI bands are different for teachers in grades or subjects with a *value-added measure* and for those using *comparable growth measures*. When a value-added growth measure applies, the local assessment component is reduced to 15 points. When NYS Education Department approves the Value-Added system, the District will use the scoring bands noted below:

2012-2013 with an approved Value-Added measure	Growth or Comparable Measures (25 points)	Locally Selected Measures (15 points)	Multiple Measures of Effectiveness (60 points)	Overall Composite Score (100 points)
Highly Effective	22 – 25	14 – 15	55-60	91 – 100
Effective	10 – 21	8 – 13	45-54	75 - 90
Developing	3 – 9	3 – 7	30-44	65 – 74
Ineffective	0 – 2	0 – 2	0-29	0 - 64

HEDI CRITERIA

The District criteria for scoring Student Learning Objectives/Local Measures are as follows:

Highly Effective 18 – 20 points	Effective 9 – 17 points	Developing 3 – 8 points	Ineffective 0 – 2 points
85% of the students achieve or exceed the target determined in the Student Learning Objective or on the locally selected measure	75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective or on the locally selected measure	60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective or on the locally selected measure	Below 60% of the students achieve or exceed the target determined in the Student Learning Objective or on the locally selected measure
<i>The points within each category are distributed as follows:</i>			
18 points: 85% - 89%	9 points: 75%	3 points: 60% - 61%	0 points: 0% - 49%
19 points: 90% - 94%	10 points: 76%	4 points: 62% - 63%	1 point: 50% - 54%
20 points: 95% - 100%	11 points: 77%	5 points: 64% - 66%	2 points: 55% - 59%
	12 points: 78%	6 points: 67% - 69%	
	13 points: 79%	7 points: 70% - 72%	
	14 points: 80%	8 points: 73% - 74%	
	15 points: 81%		
	16 points: 82%		
	17 points: 83% - 84%		

STUDENT LEARNING OBJECTIVES

The development of the Student Learning Objectives will be overseen by the Assistant Superintendent for Instruction and the Assistant Superintendent for Human Resources. The District will use multiple measures (historical achievement and pre-assessment data) to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, and/or school and district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which goals were attained. The SLO will assess the most important learning for the semester/year.

The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.

APPEAL PROCEDURE

Tenured teachers may appeal evaluation decisions in accordance with the following:

1. Within two (2) business days of the receipt of a tenured teacher's annual evaluation, the teacher may request in writing an additional meeting with his/her immediate supervisor (the person who completed the evaluation) to have a collegial conversation with their supervisor regarding his/her evaluation. The purpose of such meeting is to explore whether the supervisor wishes to consider any changes in the evaluation based upon new information provided by the teacher.

The immediate supervisor shall provide his/her decision regarding whether he/she has agreed to make any changes in the evaluation within two (2) business days of the meeting noted above.

2. Within two (2) business days of the receipt of the immediate supervisor's decision regarding changes to the evaluation, the teacher may request in writing, an appeal of the evaluation to the Assistant Superintendent of Instruction. In the event that the Assistant Superintendent for Instruction had previously been involved in the evaluation of the teacher, the appeal will be directed to the Assistant Superintendent for Human Resources.
3. The appeal to the Assistant Superintendent must articulate the specific basis for the appeal. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The appeal may only raise those issues set forth in Section 3012-c of Education Law. As such, the appeal may only challenge the following:
 - the substance of the annual professional performance review;
 - the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
 - the school district's adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and
 - the school district's issuance and/or implementation of the terms of the teacher improvement plan.
4. Performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Teachers who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.
5. Within ten business days of the receipt of the appeal, the Assistant Superintendent for Instruction shall provide the teacher with a written determination of the appeal.
6. Within two (2) business days of the receipt of the appeal determination provided by the Assistant Superintendent as noted in #5 above, the teacher may request in writing, an appeal of the Assistant Superintendent's determination to the Superintendent of Schools.

7. The appeal to the Superintendent must articulate the specific basis for the appeal. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The appeal may only raise those issues set forth in Section 3012-c of Education Law. As such, the appeal may only challenge the following:
 - the substance of the annual professional performance review;
 - the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
 - the school district's adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and
 - the school district's issuance and/or implementation of the terms of the teacher improvement plan.
8. Performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Teachers who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.
9. Within ten (10) business days of receipt of the appeal, the Superintendent of Schools shall render a final and binding written determination of the appeal.
10. The determination of the appeal by the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum.
11. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation or the school district's implementation of a teacher improvement plan.
12. The parties agree that the Appeal process described herein shall be subject to review as a part of the negotiations of a successor contract. To this end the parties agree to convene a committee comprised of three representatives of the Association and three representatives of the Governance Team to conduct such review. Such committee shall convene on or before February 1, 2013 and shall meet at least once each month for the remainder of the school year, unless an agreement regarding the need for any changes is achieved prior to such time. If during such review the parties agree upon changes to the appeal process, such changes shall be incorporated into this review process language. If the parties cannot agree upon changes proposed by either party, then the review process described herein shall remain unchanged.

TEACHER IMPROVEMENT PLAN

A Teacher Improvement Plan (TIP) is intended to help teachers improve professionally. It is to be developed in collaboration with the teacher and the supervisor. A District Office administrator and/or counsel may be present at the initial meeting or at any other meetings during the process. At the request of the teacher, an Association representative may participate at the initial meeting or any other meetings during the process. The development of the TIP should be a professional, constructive conversation identifying a plan to resolve issues and identify resources to help the teacher.

Any teacher who receives a Developing or Ineffective overall rating through the Annual Professional Performance Review (APPR) will be placed on an improvement plan to address performance concerns. The attached forms will be used in designing the plan.

The supervisor will convene a conference with the teacher at a mutually agreeable time but no later than five school days from the first student day in September following the school year in which the Developing or Ineffective rating was assigned. The supervisor will bring a first draft of a plan designed to improve the targeted areas. At the conference, the teacher will have an opportunity to suggest revisions to the plan and/or to ask for additional support to assist the teacher in meeting the expectations of the plan. The plan put in place shall reflect the collaboration of the teacher and administrator.

Implementation of an initial plan must begin no later than ten school days from the first student day in September following the school year in which the Developing or Ineffective rating was assigned. A written plan must be finalized by the supervisor and provided to the teacher within thirty school days following the initial conference. The signatures of the teacher and the supervisor are required on the plan.

Most plans will be for the duration of a school year and all plans must involve a minimum period of one trimester at the elementary and middle school levels and one semester at the high school level. At the end of the time period indicated on the plan, the plan must be reviewed for extension, modification, or termination. The APPR and TIP plan criteria will be used to assess the successful completion of the plan.

The plan will provide specific goals based upon the New York State Teaching Standards which the teacher must make progress toward attaining within the school year the plan is being implemented. The plan must identify the areas that need improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed including, if applicable, the artifacts the teacher must produce as evidence of improvement, and professional learning activities and other assistance the teacher will receive to support the improvement.

The teacher will meet with the direct supervisor to review the plan. As the year progresses, appropriate artifacts and evidence from evaluations will be reviewed in order to determine if adequate improvement has been made in the required areas. Meetings will occur monthly at a minimum but may occur more frequently as established in the plan.

Katonah-Lewisboro School District
Teacher Improvement Plan

Teacher:

School:

Date of Documentation of Concern:

Date of Collaborative Conference:

Time Period of Plan:

A. Description of Need: Not all areas may need to be addressed in the plan

1. Knowledge of Students and Student Learning –

2. Knowledge of Content and Instructional Planning –

3. Instructional Practice –

4. Learning Environment –

5. Assessment for Student Learning –

6. Professional Responsibilities and Collaboration –

7. Professional Growth –

B. Description of Desired State: Not all areas may need to be addressed in the plan

1. Knowledge of Students and Student Learning –

2. Knowledge of Content and Instructional Planning –

3. Instructional Practice –

4. Learning Environment –

5. Assessment for Student Learning –

6. Professional Responsibilities and Collaboration –

7. Professional Growth –

C. Description of observational evidence and artifacts which will document improvement: Not all areas may need to be addressed in the plan

1. Knowledge of Students and Student Learning –

2. Knowledge of Content and Instructional Planning –

3. Instructional Practice –

4. Learning Environment –

5. Assessment for Student Learning –

6. Professional Responsibilities and Collaboration –

7. Professional Growth –

D. Specific Interventions and Time Frame for Implementation: (modify as appropriate)

1. By (date), the supervisor will have assigned a mentor to the teacher.
2. By (date), the teacher will have signed up for (workshop/conference/course) to attend on (date).
3. By (date), the teacher will have scheduled a peer observation with (name) to occur on a date prior to (date).
4. By (date), the teacher will submit plans electronically for the week of (date) to the supervisor.
5. By (date), the teacher will submit electronically informal assessment data to the supervisor.
6. By (date), the teacher will submit electronically parent communication to the supervisor.
7. By (date), the teacher will submit electronically formal assessment data to the supervisor.

E. Conferring with the supervisor to monitor plan:

Meeting time and day (monthly)

Name	Signature as Agreement to Plan	Date
Teacher	_____	_____
Supervisor	_____	_____

Cc: Superintendent
Assistant Superintendent for Instruction
Assistant Superintendent for Human Resources
Personnel File
Association President

EVALUATOR TRAINING

Each administrator will receive appropriate training regarding the observation and evaluation process. In preparation for the 2012-13 school year, all administrators employed during the 2011-2012 school year had access to The Framework for Teaching Proficiency System. “Developed in partnership with ETS and Charlotte Danielson, the Framework for Teaching Proficiency System enables districts and states to promote high-quality observations by implementing rigorous training for all observers.” The tools used by the District included observer training and scoring practice.

The Board of Education will certify lead evaluators after each administrator documents that s/he has completed training in all of the required areas. Components of the training may be accomplished through participation in professional development at Administrative Council or other in-district meetings, attendance at courses and workshops offered by Putnam-Northern Westchester BOCES or other entities, or completion of online courses or webinars.

The District will make efforts to include regular professional development focusing on the observation process and/or tools throughout the school year. This professional development will be designed, at least in part, to address inter-rater reliability over time. Minimally, an annual calibration session will be held for all administrators who conduct classroom observations or who have responsibility for completing year end evaluations for professional staff members.

Training for evaluators will include a focus on:

- New York State Teaching standards
- Evidence-based observation
- Application and use of student achievement data
- Application and use of approved rubrics, specifically Framework for Teaching, Charlotte Danielson, (2011 Revised Edition)
- Scoring methodology
- Considerations when evaluating teachers and administrators serving special populations

Evaluators will receive updated training annually on any changes to the law, regulations, or applicable collective bargaining agreements.

TRAINING FOR STAFF

All professional staff subject to this APPR plan will be provided with an orientation prior to any formal observation being conducted and no later than 30 school days after the first student day. The orientation on the evaluation system will include: a review of the content and use of the evaluation system, the New York State Teaching Standards, the selected teacher practice rubric, and the procedures related to APPR. Print and electronic copies of the document will be provided to all staff members.

For the 2012-2013 overview presentation, a district office or building administrator will present at a regularly scheduled faculty meeting. The topics will include a review of the rubric, differences from this rubric to the previous one, what administrators will be looking for in each domain, and the relationship of the observation to the common core or other subject area standards. The presentation will briefly discuss the artifacts to be collected throughout the year.

For the 2012-2013 presentation at the first professional development day, the focus will be on the artifacts to be submitted. There will be a sharing of artifacts from teachers who have previously submitted them as well as time for questions and answers. The presentation will also be structured to include grade level or subject area breakout groups to brainstorm lesson ideas, possible artifacts, and generate a list of outstanding questions or concerns.

DATA MANAGEMENT

The Katonah-Lewisboro School District has established data management procedures to ensure accurate and timely reporting of data to NYSED. These systems will ensure accurate data exchange between systems and provide accurate teacher, course, and student data including “linkage time.” Processes to verify data have been put in place for teacher roster verification and principal verification.

Ensuring Accurate Teacher and Student Data

The Katonah-Lewisboro School District is prepared to provide NYSED with accurate teacher and student data, including enrollment, demographic, and attendance information. The accuracy of “student linkage time” and “teacher rosters” will be verified and documented. All data will be verified and sent to NYSED within the prescribed timeline.

The District’s student management system is currently being used to track courses, grades, attendance, assessment scores, enrollment, demographic, and TEACH unique ID records. The District currently uses Infinite Campus as our Student Management System. The Data Coordinator/Chief Information Officer is directly responsible for overseeing the maintenance of Infinite Campus and transferring data to and from the Lower Hudson Regional Information Center (LHRIC) and Student Information Repository System (SIRS). The Data Coordinator/Chief Information Officer is ultimately responsible to ensure all data is stored in a secure location, data is properly formatted, data is verified, and that all data is reported in a timely manner consistent with the timelines set forth by NYSED.

Verification: The District’s student management system identifies teacher assignments, student enrollments, and attendance. The District has loaded and verified all the necessary TEACH identification numbers into the system. These unique identifying numbers will be used to verify teacher rosters and student linkage time before reporting to NYSED. The District will verify assignments of classroom teachers through quarterly/marking

period grade report verifications provided to teachers. Teachers will also have access to verification reports that are updated at least weekly by NYSED through NYSED's Education Data Portal (EDP).

Reporting Individual Subcomponent Scores: The District will report to NYSED the individual subcomponent scores and the total composite effectiveness scores for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner. The District will process data in a timely and accurate manner and will use SIRS data reporting extracts protocols for reporting data to NYSED. Total Composite Effectiveness Scores will not be reported until data on student achievement on state assessments is transmitted to the District.

The Role of the District Data Coordinator and the Data Quality Team

1. The Katonah-Lewisboro School District has appointed a Data Coordinator/CIO whose responsibilities include:
 - a. Ensuring the State Education Department receives accurate teacher and student data related to school, enrollment, course, attendance, grades, and any other required data linkages;
 - b. Leading the efforts to collect and maintain data consistently for all students;
 - c. Uploading data that align with the state reporting requirements to the Regional Data Warehouse;
 - d. Leading the efforts to verify and certify data to be used for state and federal reporting;
 - e. Assisting the District's efforts in data analysis activities in support of instructional improvement initiatives;
 - f. Creating a process that will provide an opportunity for every classroom teacher and building principal to verify the subjects and/or teacher rosters assigned to them.
2. To ensure the accurate reporting of individual student data, the Data Coordinator will assemble a Data Quality Team (DQT) of District personnel that includes people with technical expertise and/or a working knowledge of the District's management systems (student management, special education, food services, etc.) and infrastructure, knowledge of the District's registration materials and processes, familiarity with current reporting requirements, and data analysis experience.
3. The DQT will work with the Data Coordinator to define and document data collection standards and will review the District's management systems to ensure compliance with State requirements.
4. The DQT will design a process to communicate data collection and reporting procedures to staff and identify training needs to implement these procedures.

Development, Security and Scoring of Assessments

The District shall ensure the development, security, and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section. The District will ensure that they are not disseminated to students before administration and, to the extent possible, that teachers and principals do not have a vested interest in the outcome of the assessments that they score.

Development: Locally-developed teacher-created assessments of student achievement provide opportunities for professional development. The Katonah-Lewisboro School District will encourage the development of assessments by teams of teachers. Rigor will be established by the relationship of the assessments to the Common Core, State, and National Standards. Comparability will exist in that all end of course assessments used with APPR will be the same for all students taking a specific course. For any assessments developed locally, teachers who participate in the development of the assessments will attest that they did not maintain physical or electronic copies of any of the assessment questions and that they will not discuss specific test items with students or parents.

Security: The District will secure assessments in the buildings in adherence with NYSED guidelines. In addition, both testing and scoring protocols will be consistently adhered to in order to ensure that teachers or principals do not have a vested interest in the outcome of the assessments they score or supervise. All teachers will attest that they have kept the tests secure while in their possession.

Arrival of Materials: When the test materials arrive at the building, a staff member will inventory the materials. All shrink-wrapped materials remain intact until the day of testing where required. All test materials are stored in a locked space.

Prior to Testing: Prior to test administration, faculty and staff are provided with test administration procedures.

On the Day of the Testing: Staff members count and sort tests by classroom or section. Teachers receive the tests a few minutes prior to the testing. Tests are administered in adherence to the procedures. Teachers and proctors take attendance to ensure that all students take the exams or are scheduled for a make-up exam. Teachers return all of their testing materials at the end of the testing session. The testing procedures are monitored and administrators make decisions as needed to ensure the integrity of the assessments. After the exam, all materials are collected and counted by the proctor. The materials are then placed in a locked and secure location.

Once All Testing is Complete: Once the testing administration period is completed, tests are inventoried and securely stored. Administrators count and alphabetize all tests. Students who were absent are administered a make-up exam. Test booklets and answer sheets are counted and prepared for scoring.

Scoring: The District will ensure that all assessments are scored in manner prescribed by the New York State Education Department.

USE OF APPR EVALUATION IN EMPLOYMENT DECISIONS

Prior to making an employment decision including but not limited to promotion, retention, tenure determination, and termination, the Superintendent, and/or the Board of Education, shall review the affected teacher's annual professional employment review(s), considering said review(s) as significant factor(s) in reaching determinations respecting the aforesaid employment actions. Provided, however, that nothing in this section shall be construed to affect the statutory right of the District to terminate a probationary teacher for statutorily and constitutionally permissible reasons other than the performance of the teacher in the classroom or school, including but not limited to misconduct.

EXISTENCE OF PLAN

The teacher evaluation system outlined herein will be in effect for the 2012-2013 school year. APPR plans for years beyond the 2012-2013 school year will require a newly negotiated agreement between the District and the KLDTA. Throughout the year, the system will be reviewed and modifications will be considered for future years. Due to the number of items where both the District and the KLDTA had no prior experience on which to base decisions, no past practice will be established by the existence of this plan and all items are open for renegotiation for future school years.

REFLECTION

The Katonah-Lewisboro School District takes seriously its obligation to meet the APPR requirements and we have worked collaboratively with our Associations in this initiative. We are committed to the continued evolution of a meaningful evaluation system, within the confines of the law and regulations, to achieve what we believe to be the intended purpose – to ensure that the teacher and principal evaluation systems in place serve to improve the performance of staff members so that they may effectively meet the needs of our students. The District and the Associations will form a committee of representatives by November 1, 2012 to have open discussion and share information regarding the observation and evaluation process. Recommendations of this committee shall be presented to the District administration and the KLDTA for inclusion in any successor APPR agreements.

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 08, 2012

Updated Tuesday, July 03, 2012

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 660101030000

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

660101030000

1.2) School District Name: KATONAH-LEWISBORO UFSD

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

KATONAH-LEWISBORO UFSD

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?

First-time submission

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 Tuesday, May 08, 2012

Updated Thursday, July 26, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Grade 3-5 ELA
1	School-or BOCES-wide, group or team results based on State assessments	Grade 3-5 ELA
2	School-or BOCES-wide, group or team results based on State assessments	Grade 3-5 ELA

	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

Points were allocated based upon review of prior data.

subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

20:95-100% of students meet or exceed target
19:90-94% of students meet or exceed target
18:85-89% of students meet or exceed target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

17:83-84% of students meet or exceed target
16:82% of students meet or exceed target
15:81% of students meet or exceed target
14:80% of students meet or exceed target
13:79% of students meet or exceed target
12:78% of students meet or exceed target
11:77% of students meet or exceed target
10:76% of students meet or exceed target
9:75% of students meet or exceed target

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

8:73-74% of students meet or exceed target
7:70-72% of students meet or exceed target
6:67-69% of students meet or exceed target
5:64-66% of students meet or exceed target
4:62-63% of students meet or exceed target
3:60-61% of students meet or exceed target

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

2:55-59% of students meet or exceed target
1:50-54% of students meet or exceed target
0:0-49% of students meet or exceed target

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Grade 3-5 Math
1	School-or BOCES-wide, group or team results based on State assessments	Grade 3-5 Math
2	School-or BOCES-wide, group or team results based on State assessments	Grade 3-5 Math

	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.

Points were allocated based upon review of prior data.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

20:95-100% of students meet or exceed target
19:90-94% of students meet or exceed target
18:85-89% of students meet or exceed target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

17:83-84% of students meet or exceed target
16:82% of students meet or exceed target

	15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	K-L Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	K-L 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.	Points were allocated based upon review of prior data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target

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

6:67-69% of students meet or exceed target
 5:64-66% of students meet or exceed target
 4:62-63% of students meet or exceed target
 3:60-61% of students meet or exceed target
 2:55-59% of students meet or exceed target
 1:50-54% of students meet or exceed target
 0:0-49% of students meet or exceed target

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	K-L Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	K-L Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	K-L Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Points were allocated based upon review of prior data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District goals for similar students.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District goals for similar students.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Global Regents

	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.	Collaborate with teachers and use existing data to determine expected results and assign points accordingly
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District goals for similar students.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District goals for similar students.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3: 60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2:55-59% of students meet or exceed target 1: 50-54% of students meet or exceed target 0: 0-49% of students meet or exceed target

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	Not applicable	Not applicable
Earth Science	Regents Assessment	Regents assessment
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Collaborate with teachers and use existing data to determine expected results and assign points accordingly
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District goals for similar students.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District goals for similar students.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3: 60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2:55-59% of students meet or exceed target 1: 50-54% of students meet or exceed target 0: 0-49% of students meet or exceed target

2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Collaborate with teachers and use existing data to determine expected results and assign points accordingly
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District goals for similar students.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District goals for similar students.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3: 60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2:55-59% of students meet or exceed target 1: 50-54% of students meet or exceed target 0: 0-49% of students meet or exceed target

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive Examination in English
Grade 10 ELA	Regents assessment	NYS Comprehensive Examination in English
Grade 11 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive Examination in English

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Collaborate with teachers and use existing data to determine expected results and assign points accordingly
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District goals for similar students.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District goals for similar students.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3: 60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2:55-59% of students meet or exceed target 1: 50-54% of students meet or exceed target 0: 0-49% of students meet or exceed target

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
ESL	State Assessment	NYSESLAT
Special Class Teachers	State Assessment	NYS Alternate Assessment
Elementary Math RTI	School/BOCES-wide/group/team results based on State	Math 3-5
All other elementary teachers	School/BOCES-wide/group/team results based on State	ELA 3-5
MS Library, Reading, Speech and Language, World Language, ELA AIS	School/BOCES-wide/group/team results based on State	ELA 6-8
MS Math AIS	School/BOCES-wide/group/team results based on State	Math 7-8
MS Math RTI	School/BOCES-wide/group/team results based on State	Grade 6 Math
All other middle school teachers	School/BOCES-wide/group/team results based on State	ELA 6-8
All other high school teachers	School/BOCES-wide/group/team results based on State	NYS Comprehensive Examination in English

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.	Collaborate with teachers and use existing data to determine expected results and assign points accordingly
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District goals for similar students.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District goals for similar students.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3: 60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2:55-59% of students meet or exceed target 1: 50-54% of students meet or exceed target 0: 0-49% of students meet or exceed target

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

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

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.

N/A

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, May 08, 2012

Updated Thursday, July 26, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	AIMSWeb K-5
5	6(ii) School wide measure computed locally	AIMSWeb K-5
6	6(ii) School wide measure computed locally	K-L Grade 6 ELA Assessment
7	6(ii) School wide measure computed locally	K-L Grade 7 ELA Assessment
8	6(ii) School wide measure computed locally	K-L Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Points were allocated based upon the relationship to the 20 point scale.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15: 92-100% of students meet or exceed target 14: 85-91% of students meet or exceed target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13: 82-84% of students meet or exceed target 12: 80-81% of students meet or exceed target 11: 79% of students meet or exceed target 10: 77-78% of students meet or exceed target 9: 75-76% of students meet or exceed target 8: 73-74% of students meet or exceed target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7: 70-72% of students meet or exceed target 6: 67-69% of students meet or exceed target 5: 64-66% of students meet or exceed target 4: 62-63% of students meet or exceed target 3: 60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2: 55-59% of students meet or exceed target 1: 50-54% of students meet or exceed target 0: 0-49% of students meet or exceed target

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	AIMSWeb K-5
5	6(ii) School wide measure computed locally	AIMSWeb K-5
6	6(ii) School wide measure computed locally	K-L Grade 6 Math Assessment
7	6(ii) School wide measure computed locally	K-L Grade 7 Math Assessment
8	6(ii) School wide measure computed locally	K-L Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Points were allocated based upon the relationship to the 20 point scale.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15: 92-100% of students meet or exceed target 14: 85-91% of students meet or exceed target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13: 82-84% of students meet or exceed target 12:80-81% of students meet or exceed target 11:79% of students meet or exceed target 10:77-78% of students meet or exceed target 9:75-76% of students meet or exceed target 8:73-74% of students meet or exceed target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

3.3) HEDI Tables or Graphics

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

(No response)

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	6(ii) School-wide measure computed locally	AIMSWeb K-5
1	6(ii) School-wide measure computed locally	AIMSWeb K-5
2	6(ii) School-wide measure computed locally	AIMSWeb K-5
3	6(ii) School-wide measure computed locally	AIMSWeb K-5

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.	Collaborate with teachers and use existing data to determine expected results and assign points accordingly
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	AIMSWeb K-5
1	6(ii) School-wide measure computed locally	AIMSWeb K-5
2	6(ii) School-wide measure computed locally	AIMSWeb K-5
3	6(ii) School-wide measure computed locally	AIMSWeb K-5

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.	Collaborate with teachers to determine expected results and assign points accordingly
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target

grade/subject.	18:85-89% of students meet or exceed target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	8th Grade State Science Assessment
7	6(ii) School wide measure computed locally	8th Grade State Science Assessment
8	6(ii) School wide measure computed locally	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Collaborate with teachers to determine expected results and assign points accordingly
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target

grade/subject.	6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grade 6 ELA
7	6(ii) School wide measure computed locally	NYS Grade 7 ELA
8	6(ii) School wide measure computed locally	NYS Grade 8 ELA

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.	Collaborate with teachers to determine expected results and assign points accordingly
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Comprehensive Examination in English
Global 2	6(ii) School wide measure computed locally	NYS Comprehensive Examination in English
American History	6(ii) School wide measure computed locally	NYS Comprehensive Examination in English

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.	Collaborate with teachers and use existing data to determine expected results and assign points accordingly
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3: 60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1: 50-54% of students meet or exceed target 0: 0-49% of students meet or exceed target

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	Not applicable	not applicable
Earth Science	6(ii) School wide measure computed locally	K-L Earth Science Assessment
Chemistry	Not applicable	not applicable
Physics	Not applicable	not applicable

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.	Collaborate with teachers and use existing data to determine expected results and assign points accordingly
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3: 60-61% of students meet or exceed target
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1: 50-54% of students meet or exceed target 0: 0-49% of students meet or exceed target

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	K-L Algebra 1 Assessment
Geometry	Not applicable	not applicable
Algebra 2	Not applicable	not applicable

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.	Collaborate with teachers and use existing data to determine expected results and assign points accordingly
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3: 60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1: 50-54% of students meet or exceed target 0: 0-49% of students meet or exceed target

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	American History Regents

Grade 10 ELA	6(ii) School wide measure computed locally	American History Regents
Grade 11 ELA	6(ii) School wide measure computed locally	American History Regents

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.	Collaborate with teachers and use existing data to determine expected results and assign points accordingly
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3: 60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1: 50-54% of students meet or exceed target 0: 0-49% of students meet or exceed target

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Elementary ESL, Special Class Teachers	6(ii) School wide measure computed locally	ELA 3-5
MS ESL, Special Class Teachers	6(ii) School wide measure computed locally	ELA 6-8
HS ESL, Special Class Teachers	6(ii) School wide measure computed locally	NYS Comprehensive Examination in English

Elementary Math RTI	6(ii) School wide measure computed locally	AIMSWEB Math K-5
All other elementary teachers	6(ii) School wide measure computed locally	AIMSWEB ELA K-5
MS Library, Reading, Speech and Language	6(ii) School wide measure computed locally	AIMSWEB ELA Grade 6
MS Math AIS	6(ii) School wide measure computed locally	K-L Grade 8 Math Assessment
MS Math RTI	6(ii) School wide measure computed locally	AIMSWEB Math 6
MS World Language	6(ii) School wide measure computed locally	K-L World Language Assessment
MS ELA AIS	6(ii) School wide measure computed locally	K-L Grade 8 ELA Assessment
MS Unified Arts Teachers	6(ii) School wide measure computed locally	8th Grade State Science Assessment
All other middle school teachers	6(ii) School wide measure computed locally	Math 6-8
All other high school teachers	6(ii) School wide measure computed locally	American History Regents

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.	Collaborate with teachers and use existing data to determine expected results and assign points accordingly
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target

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

5:64-66% of students meet or exceed target
 4:62-63% of students meet or exceed target
 3: 60-61% of students meet or exceed target
 2:55-59% of students meet or exceed target
 1: 50-54% of students meet or exceed target
 0: 0-49% of students meet or exceed target

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

(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.

(No response)

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.

N/A

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.

For teachers with multiple locally-selected measures, the points will be allocated proportionately to their student rosters. The district will use a minimum of 51% of a teacher's case load to determine which data to apply.

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 Tuesday, May 08, 2012

Updated Thursday, July 26, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(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]	32
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	28

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 Early Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Early Elementary Student Perception Survey 6-12	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The APPR committee spent time reviewing the NYS Teaching Standards and the rubric. We assigned 42 points of the 60 to the instructional domains (I-III). we assigned the remaining 18 points to Domain IV. The points are earned as follows: 32 from direct observation and 28 from a review of teacher artifacts correlated to the rubric.

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.

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.	Teachers must be proficient in all areas and be distinguished in at least one area as observed by an administrator. Additionally, teacher must submit artifacts indicating proficiency in all areas of the rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers may have a combination of basic and proficient ratings as observed by an administrator. Additionally, teacher must submit artifacts indicating proficiency in most areas of the rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers may have a combination of basic and ineffective ratings as observed by an administrator. Additionally, teacher artifacts may not indicate proficiency.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers have mostly ineffective ratings as observed by an administrator. Additionally, teacher artifacts do not indicate proficiency.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	30-44
Ineffective	0-29

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
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	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

• In Person

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

• In Person

5. Composite Scoring (Teachers)

Created Tuesday, May 08, 2012

Updated Thursday, July 26, 2012

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	55-60
Effective	45-54
Developing	30-44
Ineffective	0-29

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 Tuesday, May 08, 2012

Updated Thursday, July 26, 2012

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/5265/126680-Df0w3Xx5v6/KatonahLewisboroTIP.pdf>

6.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

Tenured teachers may appeal evaluation decisions in accordance with the following:

1. Within two (2) business days of the receipt of a tenured teacher's annual evaluation, the teacher may request in writing an additional meeting with his/her immediate supervisor (the person who completed the evaluation) to have a collegial conversation with their supervisor regarding his/her evaluation. The purpose of such meeting is to explore whether the supervisor wishes to consider any

changes in the evaluation based upon new information provided by the teacher.

The immediate supervisor shall provide his/her decision regarding whether he/she has agreed to make any changes in the evaluation within two (2) business days of the meeting noted above.

2. Within two (2) business days of the receipt of the immediate supervisor's decision regarding changes to the evaluation, the teacher may request in writing, an appeal of the evaluation to the Assistant Superintendent of Instruction. In the event that the Assistant Superintendent for Instruction had previously been involved in the evaluation of the teacher, the appeal will be directed to the Assistant Superintendent for Human Resources.

3. The appeal to the Assistant Superintendent must articulate the specific basis for the appeal. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The appeal may only raise those issues set forth in Section 3012-c of Education Law.

4. Performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Teachers who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.

5. Within ten business days of the receipt of the appeal, the Assistant Superintendent for Instruction shall provide the teacher with a written determination of the appeal.

6. Within two (2) business days of the receipt of the appeal determination provided by the Assistant Superintendent as noted in #5 above, the teacher may request in writing, an appeal of the Assistant Superintendent's determination to the Superintendent of Schools.

7. The appeal to the Superintendent must articulate the specific basis for the appeal. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The appeal may only raise those issues set forth in Section 3012-c of Education Law.

8. Performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Teachers who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.

9. Within ten (10) business days of receipt of the appeal, the Superintendent of Schools shall render a final and binding written determination of the appeal.

10. The determination of the appeal by the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum.

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.

Each administrator will receive appropriate training regarding the observation and evaluation process. In preparation for the 2012-13 school year, all administrators employed during the 2011-2012 school year had access to The Framework for Teaching Proficiency System. "Developed in partnership with ETS and Charlotte Danielson, the Framework for Teaching Proficiency System enables districts and states to promote high-quality observations by implementing rigorous training for all observers." The tools used by the District included observer training and scoring practice.

The Board of Education will certify lead evaluators after each administrator documents that s/he has completed training in all of the required areas. Components of the training may be accomplished through participation in professional development at Administrative Council or other in-district meetings, attendance at courses and workshops offered by Putnam-Northern Westchester BOCES or other entities, or completion of online courses or webinars.

The District will make efforts to include regular professional development focusing on the observation process and/or tools throughout the school year. This professional development will be designed, at least in part, to address inter-rater reliability over time. Minimally, an annual calibration session will be held for all administrators who conduct classroom observations or who have responsibility for completing year end evaluations for professional staff members.

Training for evaluators will include a focus on:

- New York State Teaching standards*
- Evidence-based observation*
- Application and use of student achievement data*

- *Application and use of approved rubrics, specifically Framework for Teaching, Charlotte Danielson, (2011 Revised Edition)*
- *Scoring methodology*
- *Considerations when evaluating teachers serving special populations*

Evaluators will receive updated training annually on any changes to the law, regulations, or applicable collective bargaining agreements.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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