



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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December 11, 2012

Robert Service, Superintendent
Brookfield Central School District
1910 Fairground Rd.
Brookfield, NY 13314

Dear Superintendent Service:

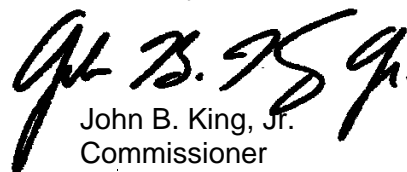
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Howard D. Mettelman

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Monday, November 19, 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 :

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

250109040000

1.2) School District Name:

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

BROOKFIELD CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 03, 2012

Updated Monday, December 10, 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	State-approved 3rd party assessment	STAR Early Literacy Enterprise (K-ELA)
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise (1-ELA)
2	State-approved 3rd party assessment	STAR Reading Enterprise (2-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	For all courses using STAR Assessments, teachers' HEDI category ratings will be determined based on the overall
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

percentage of students who meet or exceed the Student Growth Percentile (SGP) determined by the company, based on pre-assessment performance. The conversion chart attached in 2.11 indicates how Student Growth Percentile will be converted to a 20 point scale and the four HEDI teacher category ratings.

For the grade 3 state assessment, the following 20 point HEDI scale, attached in 2.11, will be used to determine teachers' HEDI category rating. The teacher, in collaboration with the principal, will set rigorous yet attainable individual growth targets for students based on pre-assessment baseline data. The overall percentage of students who meet or exceed those growth targets will then determine, according to the accompanying 20 point HEDI scale, the teacher's HEDI category rating.

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

See uploaded attachment in 2.11

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

See uploaded attachment in 2.11

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

See uploaded attachment in 2.11

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

See uploaded attachment in 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR Math Enterprise (K-Math)
1	State-approved 3rd party assessment	STAR Math Enterprise (1-Math)
2	State-approved 3rd party assessment	STAR Math Enterprise (2-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.

For all courses using STAR Assessments, teachers' HEDI category ratings will be determined based on the overall percentage of students who meet or exceed the Student Growth Percentile (SGP) determined by the company, based on pre-assessment performance. The conversion chart attached in 2.11 indicates how Student Growth Percentile will be converted to a 20 point scale and the

four HEDI teacher category ratings.

For the grade 3 state assessment, the following 20 point HEDI scale, attached in 2.11, will be used to determine teachers' HEDI category rating. The teacher, in collaboration with the principal, will set rigorous yet attainable individual growth targets for students based on pre-assessment baseline data. The overall percentage of students who meet or exceed those growth targets will then determine, according to the accompanying 20 point HEDI scale, the teacher's HEDI category rating.

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

See uploaded attachment in 2.11

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

See uploaded attachment in 2.11

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

See uploaded attachment in 2.11

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

See uploaded attachment in 2.11

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	Brookfield Central School District developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Brookfield Central School District developed Grade 7 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.

Locally developed pre-assessments will be given to all students using the local grade level specific assessment for Science. Goals will be set by the grade level teacher for the specific grade level post-assessment (grades 6-7) or NYS assessment (grade 8) for Science. Student assessment results will be evaluated to establish whether students meet the growth target.

For the grade 8 state assessment, the following 20 point HEDI scale, attached in 2.11, will be used to determine teachers' HEDI category rating. The teacher, in

collaboration with the principal, will set rigorous yet attainable individual growth targets for students based on pre-assessment baseline data. The overall percentage of students who meet or exceed those growth targets will then determine, according to the accompanying 20 point HEDI scale, the teacher's HEDI category rating.

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

See uploaded attachment in 2.11

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

See uploaded attachment in 2.11

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

See uploaded attachment in 2.11

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

See uploaded attachment in 2.11

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	Brookfield Central School District developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Brookfield Central School District developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Brookfield Central School District developed Grade 8 Social Studies Assessment

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

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

Locally developed pre-assessments will be given to all students using the local grade level specific assessment for Social Studies. Goals will be set by the grade level teacher for the specific grade level post-assessment (grades 6-7) or NYS assessment (grade 8) for Science. Student assessment results will be evaluated to establish whether students meet the growth target.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

See uploaded attachment in 2.11

Effective (9 - 17 points) Results meet District goals for similar students.

See uploaded attachment in 2.11

Developing (3 - 8 points) Results are below District goals for similar students.

See uploaded attachment in 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

See uploaded attachment in 2.11

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Brookfield Central School District developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Locally developed pre-assessments will be given to all students. Teachers and administrators will set growth targets for student performance on the district developed post-assessment (for grade 9 Social Studies) or the Regents Exams (for grades 10 and 11) Student assessment results will be evaluated to establish whether students meet the growth target.</p> <p>For all courses with a state assessment, the following 20 point HEDI scale, attached in 2.11, will be used to determine teachers' HEDI category rating. The teacher, in collaboration with the principal, will set rigorous yet attainable individual growth targets for students based on pre-assessment baseline data. The overall percentage of students who meet or exceed those growth targets will then determine, according to the accompanying 20 point HEDI scale, the teacher's HEDI category rating.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded attachment in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded attachment in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded attachment in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded attachment in 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Locally developed pre-tests for all students will be given using the local grade level specific assessment for Science. Teachers will set growth targets for student performance on the Science Regents Exams. Student assessment results will be evaluated to establish whether students meet the growth target.</p> <p>For all courses with a state assessment, the following 20 point HEDI scale, attached in 2.11, will be used to determine teachers' HEDI category rating. The teacher, in collaboration with the principal, will set rigorous yet attainable individual growth targets for students based on pre-assessment baseline data. The overall percentage of students who meet or exceed those growth targets will then determine, according to the accompanying 20 point HEDI scale, the teacher's HEDI category rating.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded attachment in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded attachment in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded attachment in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded attachment in 2.11

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Locally developed pre-tests for all students will be given using the local grade level specific assessment for Math. Teachers will set growth targets for student performance on the Math Regents Exams. Student assessment results will be evaluated to establish whether students meet the growth target.</p> <p>For all courses with a state assessment, the following 20 point HEDI scale, attached in 2.11, will be used to determine teachers' HEDI category rating. The teacher, in collaboration with the principal, will set rigorous yet attainable individual growth targets for students based on pre-assessment baseline data. The overall percentage of students who meet or exceed those growth targets will then determine, according to the accompanying 20 point HEDI scale, the teacher's HEDI category rating.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded attachment in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded attachment in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded attachment in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded attachment in 2.11

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR Reading Enterprise (9-ELA)
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise (10-ELA)
Grade 11 ELA	Regents assessment	Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For all courses using STAR Assessments, teachers' HEDI category ratings will be determined based on the overall percentage of students who meet or exceed the Student Growth Percentile (SGP) determined by the company, based on pre-assessment performance. The conversion
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chart attached in 2.11 indicates how Student Growth Percentile will be converted to a 20 point scale and the four HEDI teacher category ratings.

For the 11th grade Regents, the following 20 point HEDI scale, attached in 2.11, will be used to determine teachers' HEDI category rating. The teacher, in collaboration with the principal, will set rigorous yet attainable individual growth targets for students based on pre-assessment baseline data. The overall percentage of students who meet or exceed those growth targets will then determine, according to the accompanying 20 point HEDI scale, the teacher's HEDI category rating.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

See uploaded attachment in 2.11

Effective (9 - 17 points) Results meet District goals for similar students.

See uploaded attachment in 2.11

Developing (3 - 8 points) Results are below District goals for similar students.

See uploaded attachment in 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

See uploaded attachment in 2.11

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
Special Education	State-approved 3rd party assessment	Star Reading Enterprise
Elementary/Secondary Music	District, Regional or BOCES-developed	Brookfield Central School developed grade specific music Assessments
Elementary/Secondary PE	District, Regional or BOCES-developed	Brookfield Central School developed grade specific PE Assessments
Health Education	District, Regional or BOCES-developed	Brookfield Central School developed course specific health Assessment
Elementary/Secondary Library	District, Regional or BOCES-developed	Brookfield Central School developed grade specific library Assessments
AIS	State-approved 3rd party assessment	STAR Reading Enterprise
LOTE	District, Regional or BOCES-developed	Brookfield CSD developed LOTE Specific Assessment
Technology	District, Regional or BOCES-developed	Brookfield Central School District developed course specific technology Assessments
Business Education	District, Regional or BOCES-developed	Brookfield Central School District developed course specific business Assessments
All other teachers not listed	District, Regional or BOCES-developed	Brookfield Central School District developed course specific Assessments

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For all courses using STAR Assessments, teachers' HEDI category ratings will be determined based on the overall percentage of students who meet or exceed the Student Growth Percentile (SGP) determined by the company, based on pre-assessment performance. The conversion chart attached in 2.11 indicates how Student Growth Percentile will be converted to a 20 point scale and the four HEDI teacher category ratings.</p> <p>For all courses using Brookfield CSD developed assessments, the following 20 point HEDI scale, attached in 2.11, will be used to determine teachers' HEDI category rating. The teacher, in collaboration with the principal, will set rigorous yet attainable individual growth targets for students based on pre-assessment baseline data. The overall percentage of students who meet or exceed those growth targets will then determine, according to the accompanying 20 point HEDI scale, the teacher's HEDI category rating.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See uploaded attachment in 2.11</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See uploaded attachment in 2.11</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See uploaded attachment in 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See uploaded attachment in 2.11</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124332-TXEttx9bQW/APPR Plan - Supporting Documents (Charts - Scales) for 2.11_1.pdf

2.12) Locally Developed Controls

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

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

The Brookfield Central School District will utilize the following controls: 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. If these controls are applied teachers, in collaboration with the principal, will be able to set differentiated growth targets that are rigorous and attainable for students who meet the controls set forth above. These differentiated growth targets will be established to level the playing field for students and for teachers with these students.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score the work of any student(s) where there is a vested interest in the outcome. They will not score any assessments if the results of the assessments will factor into their evaluation.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

3. Local Measures (Teachers)

Created Thursday, May 03, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise (4-ELA)
5	4) State-approved 3rd party assessments	STAR Reading Enterprise (5-ELA)
6	4) State-approved 3rd party assessments	STAR Reading Enterprise (6-ELA)
7	4) State-approved 3rd party assessments	STAR Reading Enterprise (7-ELA)
8	4) State-approved 3rd party assessments	STAR Reading Enterprise (8-ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For all courses using STAR assessments, teachers' HEDI category ratings will be determined based on the overall percentage of students who meet or exceed the benchmark proficiency targets, as determined by the company, based on pre-assessment data. The conversion chart attached in 3.3 indicates how student achievement will be converted to a 15 point scale and the four HEDI teacher category ratings.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.3

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For all courses using STAR assessments, teachers' HEDI category ratings will be determined based on the overall percentage of students who meet or exceed the benchmark proficiency targets, as determined by the company, based on pre-assessment data. The conversion chart attached in 3.3 indicates how student achievement will be converted to a 15 point scale and the four HEDI teacher category ratings.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.3

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/124339-rhJdBgDruP/APPR Plan - Supporting Documents \(Charts - Scales\) for 3.3_1.pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Reading Early Literacy (K-ELA)
1	4) State-approved 3rd party assessments	STAR Reading Early Literacy (1-ELA)
2	4) State-approved 3rd party assessments	STAR Reading Enterprise (2-ELA)
3	4) State-approved 3rd party assessments	STAR Reading Enterprise (3-ELA)

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.	For all courses using STAR assessments, teachers' HEDI category ratings will be determined based on the overall percentage of students who meet or exceed the benchmark proficiency targets, as determined by the company, based on pre-assessment data. The conversion chart attached in 3.13 indicates how student achievement will be converted to a 20 point scale and the four HEDI teacher category ratings.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13

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	4) State-approved 3rd party assessments	STAR Math Enterprise (K-Math)
1	4) State-approved 3rd party assessments	STAR Math Enterprise (1-Math)
2	4) State-approved 3rd party assessments	STAR Math Enterprise (2-Math)
3	4) State-approved 3rd party assessments	STAR Math Enterprise (3-Math)

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.	For all courses using STAR assessments, teachers' HEDI category ratings will be determined based on the overall percentage of students who meet or exceed the benchmark proficiency targets, as determined by the company, based on pre-assessment data. The conversion chart attached in 3.13 indicates how student achievement will be converted to a 20 point scale and the four HEDI teacher category ratings.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Brookfield Central School District developed 6th Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Brookfield Central School District developed Developed 7th Grade Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS 8th Grade 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.	Assessments will be graded on a 100 point scale. Students will show proficiency by achieving a score that earns a Level 3 or 4, as determined by the creators' of the test (locally for Brookfield Central School District developed assessments or NYS for Regents tests). Level 4 student performance will be achieved by scores of 85%-100%. Level 3 student performance will be achieved by scores of 65%-84%. Level 2 performance will be achieved by scores of 55%-64%. Level 1 student performance will be achieved by scores of 54% or below. Teachers' HEDI category ratings will be determined based on the overall percentage of students who achieve a 3 or 4 on their assessments, out of a teacher's entire student population. The conversion chart uploaded in 3.13 indicates how these percentages will be converted into the 4 HEDI teacher category ratings.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13

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

See uploaded attachment in 3.13

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Assessments will be graded on a 100 point scale. Students will show proficiency by achieving a score that earns a level 3 or 4, as determined by the creators' of the test (locally for Brookfield Central School District developed assessments or NYS for Regents tests). Level 4 student performance will be achieved by scores of 85%-100%. Level 3 student performance will be achieved by scores of 65%-84%. Level 2 performance will be achieved by scores of 55%-64%. Level 1 student performance will be achieved by scores of 54% or below. Teachers' HEDI category ratings will be determined based on the overall percentage of students who achieve a 3 or 4 on their assessments, out of a teacher's entire student population. The conversion chart uploaded in 3.13 indicates how these percentages will be converted into the 4 HEDI teacher category ratings.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See uploaded attachment in 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See uploaded attachment in 3.13

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

See uploaded attachment in 3.13

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

See uploaded attachment in 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES—developed assessments	Brookfield Central School District developed Global 1 assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Regents
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regents

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.	Assessments will be graded on a 100 point scale. Students will show proficiency by achieving a score that earns a level 3 or 4, as determined by the creators' of the test (locally for Brookfield Central School District developed assessments or NYS for Regents tests). Level 4 student performance will be achieved by scores of 85%-100%. Level 3 student performance will be achieved by scores of 65%-84%. Level 2 performance will be achieved by scores of 55%-64%. Level 1 student performance will be achieved by scores of 54% or below. Teachers' HEDI category ratings will be determined based on the overall percentage of students who achieve a 3 or 4 on their assessments, out of a teacher's entire student population. The conversion chart uploaded in 3.13 indicates how these percentages will be converted into the 4 HEDI teacher category ratings.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13

3.9) High School Science

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

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

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

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.	Assessments will be graded on a 100 point scale. Students will show proficiency by achieving a score that earns a level 3 or 4, as determined by the creators' of the test (locally for Brookfield Central School District developed assessments or NYS for Regents tests). Level 4 student performance will be achieved by scores of 85%-100%. Level 3 student performance will be achieved by scores of 65%-84%. Level 2 performance will be achieved by scores of 55%-64%. Level 1 student performance will be achieved by scores of 54% or below. Teachers' HEDI category ratings will be determined based on the overall percentage of students who achieve a 3 or 4 on their assessments, out of a teacher's entire student population. The conversion chart uploaded in 3.13 indicates how these percentages will be converted into the 4 HEDI teacher category ratings.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or	See uploaded attachment in 3.13

achievement for grade/subject.	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra and Trigonometry Regents

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.	Assessments will be graded on a 100 point scale. Students will show proficiency by achieving a score that earns a level 3 or 4, as determined by the creators' of the test (locally for Brookfield Central School District developed assessments or NYS for Regents tests). Level 4 student performance will be achieved by scores of 85%-100%. Level 3 student performance will be achieved by scores of 65%-84%. Level 2 performance will be achieved by scores of 55%-64%. Level 1 student performance will be achieved by scores of 54% or below. Teachers' HEDI category ratings will be determined based on the overall percentage of students who achieve a 3 or 4 on their assessments, out of a teacher's entire student population. The conversion chart uploaded in 3.13 indicates how these percentages will be converted into the 4 HEDI teacher category ratings.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES—developed assessments	STAR Reading Enterprise
Grade 10 ELA	5) District, regional, or BOCES—developed assessments	STAR Reading Enterprise
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive ELA 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.	<p>For all courses using STAR assessments, teachers' HEDI category ratings will be determined based on the overall percentage of students who meet or exceed the benchmark proficiency targets, as determined by the company, based on pre-assessment data. The conversion chart attached in 3.13 indicates how student achievement will be converted to a 20 point scale and the four HEDI teacher category ratings.</p> <p>For Grade 11's NYS Comprehensive ELA Regents Exam, students will show proficiency by achieving a score that earns a level 3 or 4. Level 4 student performance will be achieved by scores of 85%-100% on the exam. Level 3 student performance will be achieved by scores of 65%-84%. Level 2 performance will be achieved by scores of 55%-64%. Level 1 student performance will be achieved by scores of 54% or below. Teachers' HEDI</p>
---	---

category ratings will be determined based on the overall percentage of students who achieve a 3 or 4 on their assessments, out of a teacher's entire student population. The conversion chart uploaded in 3.13 indicates how these percentages will be converted into the 4 HEDI teacher category ratings.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See uploaded attachment in 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See uploaded attachment in 3.13

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

See uploaded attachment in 3.13

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

See uploaded attachment in 3.13

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
Special Education	4) State-approved 3rd party	STAR Reading Enterprise
Elementary/Secondary Music	5) District/regional/BOCES-developed	Brookfield Central School District developed grade specific music Assessments
Elementary/Secondary PE	5) District/regional/BOCES-developed	Brookfield Central School District developed grade specific PE Assessments
Health Education	5) District/regional/BOCES-developed	Brookfield Central School District developed course specific health Assessments
Elementary/Secondary Library	5) District/regional/BOCES-developed	Brookfield Central School District developed grade specific library Assessments
A.I.S.	4) State-approved 3rd party	STAR Reading Enterprise
LOTE	5) District/regional/BOCES-developed	Brookfield Central School District developed course specific LOTE Assessments
Technology	5) District/regional/BOCES-developed	Brookfield Central School District developed course specific technology Assessments
Business Education	5) District/regional/BOCES-developed	Brookfield Central School District developed course specific business Assessments
All other teachers not listed	5) District/regional/BOCES-developed	Brookfield Central School district developed course specific assessments

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.	<p>For all courses using STAR assessments, teachers' HEDI category ratings will be determined based on the overall percentage of students who meet or exceed the benchmark proficiency targets, as determined by the company, based on pre-assessment data. The conversion chart attached in 3.13 indicates how student achievement will be converted to a 20 point scale and the four HEDI teacher category ratings.</p> <p>Assessments will be graded on a 100 point. Level 4 student performance will be achieved by scores 85%-100%. Level 3 student performance will be achieved by scores of 65%-84%. Level 2 performance will be achieved by scores of 55%-64%. Level 1 student performance will be achieved by scores of 54% or below. HEDI points will be awarded according to the document uploaded in 3.13</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

and upload that file here.

assets/survey-uploads/5139/124339-y92vNseFa4/APPR Plan - Supporting Documents (Charts - Scales) for 3.13_1.pdf

3.14) Locally Developed Controls

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

The Brookfield Central School District will utilize the following controls: 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. If these controls are applied teachers, in collaboration with the principal, will be able to set differentiated achievement targets that are rigorous and attainable for students who meet the controls set forth above. These differentiated growth targets will be established to level the playing field for students and for teachers with these students.

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.

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 0-15 or 0-20 points, which Districts must weight proportionately based on the number of students in each SLO.

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 Thursday, May 03, 2012

Updated Tuesday, November 27, 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.)

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each teacher is annually observed multiple times in a classroom setting, as negotiated within the district, using the "Brookfield Central School District Teacher Observation/Evaluation Template". These observations include announced and unannounced observations. These observations will total 31 points of a teacher's score. The other 29 points will be comprised of a Professional Development Goal valued at 5 points and Professional Portfolio based upon the Seven Standards and valued at 24 points. This process totals 60 points that converts to the NYSUT HEDI Quality Rating Scale. (See chart uploaded in 4.5) Points will be awarded based on demonstration, implementation, and evidence supporting the seven (7) teaching standards and various elements being implemented throughout the year. 0-34 points (Ineffective), 35-40 points (Developing), 41-54 points (Effective), 55-60 points (Highly Effective)

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

assets/survey-uploads/5091/124341-eka9yMJ855/A.P.P.R. Plan-Supporting Documents 4.5.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	55-60 points (Highly Effective) Out of the 60 points, a teacher who scores 55 to 60 will be considered Highly Effective. The teacher's results are well-above the state average.
Effective: Overall performance and results meet NYS Teaching Standards.	41-54 points (Effective) Out of the 60 points, a teacher who scores 41-54 will be considered Effective. The teacher's results are consistent with the state average.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	35-40 points (Developing) Out of the 60 points, a teacher who scores 35-40 will be considered Developing. The teacher's results are below the state average.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-34 points (Ineffective) Out of the 60 points, a teacher who scores 0 to 34 will be considered Ineffective. The teacher's results are well-below the state average.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	41-54
Developing	35-40
Ineffective	0-34

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, May 03, 2012

Updated Thursday, October 04, 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	41-54
Developing	35-40
Ineffective	0-34

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 Thursday, May 03, 2012

Updated Thursday, October 04, 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/5265/124344-Df0w3Xx5v6/APPR Plan - Teacher Improvement Plan.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:

Appeals of Annual Professional Performance Reviews

A. Bargaining unit members who are otherwise subject to the new State Evaluation Standards and APPR process are entitled to file a local appeal of each individual evaluation that results in an "ineffective" or "developing" rating only and/or an improvement plan relating to such an evaluation, consistent with the procedures set forth herein.

B. The opportunity of appeal under this section is limited to a one- time opportunity relating to each evaluation. The individual must raise all substantive and procedural issues in his or her appeal with respect to the particular evaluation and/or related improvement plan at the time that the appeal is initially filed, or those issues are otherwise waived and not subject to appeal at a later time. A teacher may not, for example, first bring an appeal based on the substance of an evaluation, then an appeal challenging the procedure or adherence to the standards, and then a separate appeal to challenge the issuance of an improvement plan.

C. Any appeal relating to an evaluation and/or improvement plan must be submitted in writing to the Superintendent within fifteen (15) calendar days of the receipt of the final evaluation, and must set forth the nature of the objection to the evaluation and/or improvement plan.

D. In cases where the Superintendent is the evaluator and/or initiator of the improvement plan that is the subject of an appeal, the Superintendent shall designate an Appeal Officer to hear the appeal.

E. The written appeal must include the specific reason for the appeal.

F. The appeal shall be decided on the evaluation and/or improvement plan record alone. No hearing is required, nor shall additional information or evidence be considered by the appeal officer.

G. The evaluator or originator of the evaluation and/or improvement plan shall submit a written response to the appeal within fifteen (15) calendar days of the appeal to the Superintendent or his/her designee.

H. A decision shall be issued by the Superintendent and/or his/her designee within fifty (50) calendar days of receipt of the appeal. The decision must explain in detail the rationale for the decision of the Superintendent or his/her designee concerning the appeal.

I. The written appeal and the determination in the appeal, including all related information, will be included in the respective teacher's personnel file.

J. The decision by the Superintendent or his/her designee with respect to such appeals shall be final and binding, and not otherwise subject to the grievance and/or arbitration provisions contained within the collective bargaining agreement by and between the parties, or to review in any other forum including the Commissioner and/or the courts.

K. The timelines set forth in this Appeals Procedure shall be strictly enforced. A failure to bring an appeal within the established timelines set forth above will be deemed otherwise waived, and not otherwise subject to review in any other forum including the Commissioner or the courts.

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.

Duration and Nature of Training Provided to Evaluators and Lead Evaluators

(a) The "lead evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.

(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.

(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

(d) Evaluators will complete training offered by the company supporting the Rubric approved by the State Education Department and selected by the APPR team.

(e) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations/evaluations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

(9) Required Certificates: The District shall include with this APPR Plan any certifications required by the law or regulations upon the completion of collective negotiations with the bargaining agent of the covered teachers.

(10) Recertification of lead evaluators will occur each summer through the use of BOCES trained staff. The Board of Education will then recertify upon recommendation of the superintendent.

(11) As part of the training each evaluator will be trained in the rubric for rater reliability over the school year.

(12) Training will be conducted in June and July and will continue throughout the school year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, May 03, 2012

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Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, May 03, 2012

Updated Monday, December 10, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PreK-12	(d) measures used by district for teacher evaluation	Star Reading/Math Enterprise

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>Based on the district's goals and priorities, the superintendent and principal will develop appropriate and rigorous achievement targets for STAR Reading/Math Enterprise.</p> <p>After the specified assessments are administered and scored, the percentage of students who met the differentiated achievement targets and demonstrated proficiency will be determined. The chart listed below will be utilized by the superintendent to determine the appropriate score from 0-15. Star Reading Enterprise and Star Math Enterprise will be weighted equally to determine the percentage of students who met district achievement goals and demonstrated proficiency in those areas.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the attachment uploaded below
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the attachment uploaded below

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the attachment uploaded below
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the attachment uploaded below

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

assets/survey-uploads/5366/124346-8o9AH60arN/APPR Plan - Principal's HEDI Scale 2.docx

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

The Brookfield Central School District will utilize the following controls: 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. If these controls are applied the principal, in collaboration with the superintendent, will be able to set differentiated achievement targets that are rigorous and attainable for populations with students who meet the controls set forth above. These differentiated achievement targets will be established to level the playing field for schools with students who face such factors.

8.4) Principals with More Than One Locally Selected Measure

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

If Principals have more than one locally selected measure of achievement, these measures will be weighed in proportion to the number of students assessed. This measure will be converted to a 0-15 or 0-20 points, which ever is applicable.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click [here](#) for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Each principal will be evaluated using the Multidimensional Principal Practice Rubric. These evaluations will be based on multiple school visits by the superintendent. At least one of these evaluations will be unannounced.

On the Multidimensional Principal Practice Rubric, indicators for each domain will be rated from 1 to 4 to determine the total points accumulated. The total points accumulated will be divided by the total points possible and then multiplied by a given factor. These factors are as follows: Domains 1, 3, and 5 will be multiplied by 10; domains 4 and 6 will be multiplied by 5; and domain 2 will be multiplied by 20. Each domain score will then be added to yield a total Principal Practice Rubric Summary Score from 0 to 60. If more than one Principal Practice Rubric Summary Score is calculated, an average principal practice rubric summary score will be determined and used in the APPR rating process outlined below. See the Principal Practice Rubric Summary Form, where the Principal Practice Rubric Summary Score will be calculated, attached below.

If the average principal practice rubric summary score is between 55-60, the principal will be rated as highly effective. If the average principal practice rubric summary score is between 41-54, the principal will be rated as effective. If the average principal practice rubric summary score is between 35-40, the principal will be rated as developing. If the average principal practice rubric summary score is between 0-34, the principal will be rated as ineffective.

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

[assets/survey-uploads/5143/124351-pMADJ4gk6R/APPR - Principal Practice Rubric Summary Form.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	A principal is in the highly effective range whose Multidimensional principal practice rubric summary score is in the 55-60 range.
Effective: Overall performance and results meet standards.	A principal is in the effective range whose Multidimensional principal practice rubric summary score is in the 41-54 range.
Developing: Overall performance and results need improvement in order to meet standards.	A principal is in the developing range whose Multidimensional principal practice rubric summary score is in the 35-40 range.

Ineffective: Overall performance and results do not meet standards.

A principal is in the ineffective range whose Multidimensional principal practice rubric summary score is in the 0-34 range.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	41-54
Developing	35-40
Ineffective	0-34

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	41-54
Developing	35-40
Ineffective	0-34

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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Updated Tuesday, November 27, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/124361-Df0w3Xx5v6/APPR Plan - Principal Improvement Plan.pdf>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of Annual Professional Performance Reviews

A. Bargaining unit members who are otherwise subject to the new State Evaluation Standards and APPR process are entitled to file a local appeal of each individual evaluation that results in an "ineffective" or "developing" rating only and/or an improvement plan relating to such an evaluation, consistent with the procedures set forth herein.

B. The opportunity of appeal under this section is limited to a one-time opportunity relating to each evaluation. The individual must raise all substantive and procedural issues in his or her appeal with respect to the particular evaluation and/or related improvement plan at the time that the appeal is initially filed, or those issues are otherwise waived and not subject to appeal at a later time. A principal may not, for example, first bring an appeal based on the substance of an evaluation, then an appeal challenging the procedure or adherence to the standards, and then a separate appeal to challenge the issuance of an improvement plan.

C. Any appeal relating to an evaluation and/or improvement plan must be submitted in writing to the Superintendent within fifteen (15) calendar days of the receipt of the final evaluation, and must set forth the nature of the objection to the evaluation and/or improvement plan.

D. In cases where the Superintendent is the evaluator and/or initiator of the improvement plan that is the subject of an appeal, the Superintendent shall designate an Appeal Officer to hear the appeal.

E. The written appeal must include the specific reason for the appeal.

F. The appeal shall be decided on the evaluation and/or improvement plan record alone. No hearing is required, nor shall additional information or evidence be considered by the appeal officer.

G. The evaluator or originator of the evaluation and/or improvement plan shall submit a written response to the appeal within fifteen (15) calendar days of the appeal to the Superintendent or his/her designee.

H. A decision shall be issued by the Superintendent and/or his/her designee within fifty (50) calendar days of receipt of the appeal. The decision must explain in detail the rationale for the decision of the Superintendent or his/her designee concerning the appeal.

I. The written appeal and the determination in the appeal, including all related information, will be included in the respective principal's personnel file.

J. The decision by the Superintendent or his/her designee with respect to such appeals shall be final and binding, and not otherwise subject to the grievance and/or arbitration provisions contained within the collective bargaining agreement by and between the parties, or to review in any other forum including the Commissioner and/or the courts.

K. The timelines set forth in this Appeals Procedure shall be strictly enforced. A failure to bring an appeal within the established timelines set forth above will be deemed otherwise waived, and not otherwise subject to review in any other forum including the Commissioner or the courts.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Duration and Nature of Training Provided to Evaluators and Lead Evaluators

(a) The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.

(b) All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved Principal Evaluation Tool selected by the District for use in evaluations.

(c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

(d) Evaluators will complete training offered by the company supporting the Rubric approved by the State Education Department and selected by the APPR team.

(e) Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations/evaluations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

(9) Required Certificates: The District shall include with this APPR Plan any certifications required by the law or regulations upon the completion of collective negotiations with the bargaining agent of the covered teachers.

(10) Recertification of lead evaluators will occur each summer through the use of BOCES trained staff. The Board of Education will then recertify upon recommendation of the superintendent.

(11) As part of the training each evaluator will be trained in the rubric for rater reliability over the school year.

(12) Training will be conducted in June and July and will continue throughout the school year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, May 03, 2012

Updated Monday, December 10, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/124368-3Uqgn5g9Iu/SIGNED APPR LAST SHEET - 12.10.12.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Brookfield CSD APPR Plan – 2012-2013

Conversion Charts for STAR Student Growth Percentile (SGP) (2.2, 2.3, 2.9, 2.10)

Student Growth Percentile (over the school year, assigned by STAR)
Center column is for the Percentage of students who meet or exceed the SGP

0	1-6	Ineffective (0-2, 1-20)
1	7-13	
2	14-20	
3	21-23	Developing (3-8, 21-40)
4	24-26	
5	27-29	
6	30-33	
7	34-37	
8	38-40	
9	41-42	Effective (9-17, 41-60)
10	43-44	
11	45-46	
12	47-49	
13	50-52	
14	53-54	
15	55-56	
16	57-58	
17	59-60	
18	61-73	Highly Effective (18-20, 61-99)
19	74-86	
20	87-99	

20-Point HEDI Scale for [2.4, 2.5, 2.6 (global 1), 2.10]

HEDI Scoring																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	91-94%	85-90%	84%	82-83%	80-81%	78-79%	77%	75-76%	73-74%	71-72%	70%	68-69%	66-67%	61-65%	55-60%	51-54%	50%	36-49%	26-35%	0-25%

Brookfield Central School District Teacher Observation/ Evaluation Form

Teacher _____ Class/Grade _____ Observer _____

School ES /HS / OTHER Date _____ Time _____ Observation # _____

5 by 5 ☐

Announced ☐

Unannounced ☐

Standard I: 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.**

I.1: Teacher demonstrates knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
I.2: Teacher demonstrates current research in learning and language acquisition theories and processes.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
I.3: Teacher demonstrates knowledge of and is responsive to diverse learning needs, strengths, interests, and experiences of all students.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
I.4: Teacher acquires knowledge of individual students from student, families, guardians, and/or caregivers to enhance students' learning	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
I.5: Teacher demonstrates knowledge of and is responsive to the economic, social, cultural, linguistic, family and community factors that influence students' learning.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
I.6: Teacher demonstrates knowledge and understanding of technological and information literacy and how they affect student learning.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard II: 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.**

II.1: Teacher demonstrates knowledge of the content he/she teaches, including relationships among central concepts, tools of inquiry, structures and current developments within the discipline(s).	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
II.2: Teacher understands how to connect concepts across disciplines, and engages learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
II.3: Teacher uses a broad range of instructional strategies to make subject matter accessible.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
II.4: Teacher establishes goals and expectations for all students that are aligned with learning standards and allows for multiple pathways to achievement.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
II.5: Teacher designs relevant instruction that connects students' prior understanding and experiences to new knowledge.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
II.6: Teacher evaluates and utilizes curricular materials and other appropriate resources to promote student success in meeting learning goals.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard III: Instructional Delivery:

*Teachers implement instruction that engages and challenges all students to meet or exceed learning standards.**

III.1: Teacher uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
III.2: Teacher communicates clearly and accurately with students to maximize their understanding and learning.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
III.3: Teacher sets high expectations and creates challenging learning experiences for students.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
III.4: Teacher explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engages students and promotes achievement.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
III.5: Teacher engages students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
III.6: Teacher monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard IV: Learning Environment:

*Teachers work with all students to create a dynamic learning environment that supports achievement and growth.**

IV.1: Teacher creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
IV.2: Teacher creates an intellectually challenging and stimulating learning environment.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
IV.3: Teacher manages the learning environment for the effective operation of the classroom.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
IV.4: Teacher organizes and utilizes available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard V: Assessment for Student Learning:

*Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.**

V.1: Teacher designs, selects, and uses a range of assessment tools and processes to measure and document student learning and growth.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
V.2: Teacher understands, analyzes, interprets, and uses assessment data to monitor student progress and to plan and differentiate instruction.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
V.3: Teacher communicates information about various components of the assessment system.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
V.4: Teacher reflects upon and evaluates the effectiveness of his/her comprehensive assessment system to make adjustments to it and plan instruction accordingly.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
V.5: Teacher prepares students to understand the format and directions of the assessments used and the criteria by which the students will be evaluated.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard VI: Professional Responsibilities and Collaboration:

*Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.**

VI.1: Teacher upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
VI.2: Teacher engages and collaborates with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
VI.3: Teacher communicates and collaborates with families, guardians, and caregivers to enhance student development and success.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
VI.4: Teacher manages and performs non-instructional duties in accordance with school guidelines or other applicable expectations.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
VI.5: Teacher understands and complies with relevant laws and policies as related to students' rights and teachers' responsibilities.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard VII: Professional Growth:*Teachers set informed goals and strive for continuous professional growth.**

VII.1: Teacher reflects on his/her practice to improve instructional effectiveness and guide professional growth.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<i>Comments:</i> <div style="text-align: right;">Not Observed <input type="checkbox"/></div>				
VII.2: Teacher sets goals for and engages in ongoing professional development needed to continuously improve teaching competencies.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<i>Comments:</i> <div style="text-align: right;">Not Observed <input type="checkbox"/></div>				
VII.3: Teacher communicates and collaborates with students, colleagues, other professionals, and the community to improve practice.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<i>Comments:</i> <div style="text-align: right;">Not Observed <input type="checkbox"/></div>				
VII.4: Teacher remains current in his/her knowledge of content and pedagogy by utilizing professional resources.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<i>Comments:</i> <div style="text-align: right;">Not Observed <input type="checkbox"/></div>				

Total Points Accumulated divided by Total Possible Points Observed multiplied by Maximum Total Points (21 or 10) equals composite score.

Announced Observations:

() Total Points Accumulated / () Total Possible Points Observed X 21 = _____
Composite Score for Announced Observations

Unannounced Observations:

() Total Points Accumulated / () Total Possible Points Observed X 10 = _____
Composite Score for Unannounced Observations

Total Composite Score for Observations _____
(Maximum 31)

** Any element not observed remains unmarked on this observation form. It is not factored into the observation composite score.*

Announced observations total a maximum of 21 points

Unannounced observations, five by five, total a maximum of 10 points.

Evaluator's Comments:

Teacher's Comments:

Teacher's Signature

Administrator's Signature

**Post Observation Conference Date or
End of Year Evaluation Date**

*An employee’s signature acknowledges the completion of the performance observation and post-observation conference.
An employee’s signature does not necessarily indicate agreement to the information presented and/or conclusions drawn.*

- Observations (Obs) – Done with a pre-observation conference; Observation (at least 30 minutes); and post observation conference
- Unannounced Observations (Unann) – An observation of at least 30 minutes
- 5 X 5 – (5 X 5) – Only appropriate pages will be evaluated
- Portfolio – (Port.)
Standards and Points

I – 4	IV – 3	VII – 4
II – 3	V – 4	
III – 2	VI - 4	
- Professional Goal – (PG)
- Parent Conference – (PC)

Brookfield Central School District Portfolio Review Form

Teacher _____ Class/Grade _____ Reviewer _____

Standard I: 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.**

I.1: Teacher demonstrates knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
I.2: Teacher demonstrates current research in learning and language acquisition theories and processes.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
I.3: Teacher demonstrates knowledge of and is responsive to diverse learning needs, strengths, interests, and experiences of all students.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
I.4: Teacher acquires knowledge of individual students from student, families, guardians, and/or caregivers to enhance students' learning	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
I.5: Teacher demonstrates knowledge of and is responsive to the economic, social, cultural, linguistic, family and community factors that influence students' learning.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
I.6: Teacher demonstrates knowledge and understanding of technological and information literacy and how they affect student learning.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard II: 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.**

II.1: Teacher demonstrates knowledge of the content he/she teaches, including relationships among central concepts, tools of inquiry, structures and current developments within the discipline(s).	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
II.2: Teacher understands how to connect concepts across disciplines, and engages learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
II.3: Teacher uses a broad range of instructional strategies to make subject matter accessible.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
II.4: Teacher establishes goals and expectations for all students that are aligned with learning standards and allows for multiple pathways to achievement.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
II.5: Teacher designs relevant instruction that connects students' prior understanding and experiences to new knowledge.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
II.6: Teacher evaluates and utilizes curricular materials and other appropriate resources to promote student success in meeting learning goals.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard III: Instructional Delivery:

*Teachers implement instruction that engages and challenges all students to meet or exceed learning standards.**

III.1: Teacher uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
III.2: Teacher communicates clearly and accurately with students to maximize their understanding and learning.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
III.3: Teacher sets high expectations and creates challenging learning experiences for students.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
III.4: Teacher explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engages students and promotes achievement.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
III.5: Teacher engages students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
III.6: Teacher monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard IV: Learning Environment:

*Teachers work with all students to create a dynamic learning environment that supports achievement and growth.**

IV.1: Teacher creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
IV.2: Teacher creates an intellectually challenging and stimulating learning environment.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
IV.3: Teacher manages the learning environment for the effective operation of the classroom.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
IV.4: Teacher organizes and utilizes available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard V: Assessment for Student Learning:

*Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.**

V.1: Teacher designs, selects, and uses a range of assessment tools and processes to measure and document student learning and growth.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
V.2: Teacher understands, analyzes, interprets, and uses assessment data to monitor student progress and to plan and differentiate instruction.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
V.3: Teacher communicates information about various components of the assessment system.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
V.4: Teacher reflects upon and evaluates the effectiveness of his/her comprehensive assessment system to make adjustments to it and plan instruction accordingly.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
V.5: Teacher prepares students to understand the format and directions of the assessments used and the criteria by which the students will be evaluated.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard VI: Professional Responsibilities and Collaboration:

*Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.**

VI.1: Teacher upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
VI.2: Teacher engages and collaborates with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
VI.3: Teacher communicates and collaborates with families, guardians, and caregivers to enhance student development and success.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
VI.4: Teacher manages and performs non-instructional duties in accordance with school guidelines or other applicable expectations.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
VI.5: Teacher understands and complies with relevant laws and policies as related to students' rights and teachers' responsibilities.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Standard VII: Professional Growth:

*Teachers set informed goals and strive for continuous professional growth.**

VII.1: Teacher reflects on his/her practice to improve instructional effectiveness and guide professional growth.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
VII.2: Teacher sets goals for and engages in ongoing professional development needed to continuously improve teaching competencies.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
VII.3: Teacher communicates and collaborates with students, colleagues, other professionals, and the community to improve practice.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				
VII.4: Teacher remains current in his/her knowledge of content and pedagogy by utilizing professional resources.	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Comments: Not Observed <input type="checkbox"/>				

Portfolio Summary Form

Standard I: Knowledge of Students & Student Learning

() Total Points Accumulated / () Total Possible Points Observed X 4 = _____

Standard II: Knowledge of Content & Instructional Planning

() Total Points Accumulated / () Total Possible Points Observed X 3 = _____

Standard III: Instructional Delivery

() Total Points Accumulated / () Total Possible Points Observed X 2 = _____

Standard VI: Learning Environment

() Total Points Accumulated / () Total Possible Points Observed X 3 = _____

Standard V: Assessment for Student Learning

() Total Points Accumulated / () Total Possible Points Observed X 4 = _____

Standard VI: Professional Responsibilities and Collaboration

() Total Points Accumulated / () Total Possible Points Observed X 4 = _____

Standard VII: Professional Growth

() Total Points Accumulated / () Total Possible Points Observed X 4 = _____

*Any element not observed remains unmarked on this Portfolio Review Form. It is not factored into the total portfolio score

Total Portfolio Score = _____
(Maximum 24)

Teacher's Signature

Reviewer's Signature

End of Year Evaluation Date

Principal Practice Rubric Summary Form

Domain 1: Shared Vision of Learning

() Total Points Accumulated / () Total Possible Points Observed X 10 = _____

Domain 2: School Culture and Instructional Program

() Total Points Accumulated / () Total Possible Points Observed X 20 = _____

Domain 3: Safe, Efficient, Effective Learning Environments

() Total Points Accumulated / () Total Possible Points Observed X 10 = _____

Domain 4: Community

() Total Points Accumulated / () Total Possible Points Observed X 5 = _____

Domain 5: Integrity, Fairness, & Ethics

() Total Points Accumulated / () Total Possible Points Observed X 10 = _____

Domain 6: Political, Social, Economic, Legal & Cultural Context

() Total Points Accumulated / () Total Possible Points Observed X 5 = _____

*Any element not observed remains unmarked on this Principal Practice Rubric Summary Form. It is not factored into the Total Principal Practice Rubric Score.

Total Principal Practice Rubric Score = _____

(Maximum 60)

Principal's Signature

Reviewer's Signature

End of Year Evaluation Date

Brookfield CSD APPR Plan – 2012-2013

Supporting Documents for 3.3

15-Point HEDI scale for Achievement (3.1, 3.2)

Highly Effective (14-15 points)

85-100% of students meet or exceed the benchmark set forth by STAR

15 points for 93-100%

14 points for 85-92%

Effective (8-13 points)

65-84% of students meet or exceed the benchmark set forth by STAR

13 points for 82-84%

12 points for 79-81%

11 points for 75-78%

10 points for 71-74%

9 points for 68-70%

8 points for 65-67%

Developing (3-7 points)

50-64% of students meet or exceed the benchmark set forth by STAR

7 points for 62-64%

6 points for 59-61%

5 points for 56-58%

4 points for 53-55%

3 points for 50-52%

Ineffective (0-2 points)

0-49% of students meet or exceed the benchmark set forth by STAR

2 points for 40-49%

1 points for 21-39%

0 points for 0-20%

15-Point HEDI Scale for Achievement (3.1, 3.2)

Highly Effective | Effective | Developing | Ineffective |

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100%	85-92%	82-84%	79-81%	75-78%	71-74%	68-70%	65-67%	62-64%	59-61%	56-58%	53-55%	50-52%	40-49%	21-39%	0-20%

Brookfield CSD APPR Plan – 2012-2013

Supporting Documents for 3.13

20-Point HEDI Scale for Achievement (3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12)

For 3.4 and 3.5, the percentage on the right is the percentage of total students who met or exceeded the benchmarks established by STAR for that grade.
For all courses with a Brookfield CSD-developed exam or State / Regents Exam, the percentage on the right is the total percent of students who achieved a proficiency level of 3 or 4 on the exam.

Highly Effective (18-20 points)

85-100% of students met or exceeded proficiency target

20 points for 95-100%

19 points for 91-94%

18 points for 85-90%

Effective (9-17 points)

70-84% of students met or exceeded proficiency target

17 points for 84%

16 points for 82-83%

15 points for 80-81%

14 points for 78-79%

13 points for 77%

12 points for 75-76%

11 points for 73-74%

10 points for 71-72%

9 points for 70%

Developing (3-8 points)

50-69% of students met or exceeded proficiency target

8 points for 68-69%

7 points for 66-67%

6 points for 61-65%

5 points for 55-60%

4 points for 51-54%

3 points for 50%

Ineffective (0-2 points)

0-49% of students met or exceeded proficiency target

2 points for 40-49%

1 points for 21-39%

0 points for 0-20%

20-Point HEDI Scale Chart for Achievement (3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12)

Percentages are the percentage of students who met or exceeded the proficiency targets, either set forth by STAR, or determined by the district or NYS (depending on the assessment)

HEDI Scoring																					
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	91-94%	85-90%	84%	82-83%	80-81%	78-79%	77%	75-76%	73-74%	71-72%	70%	68-69%	66-67%	61-65%	55-60%	51-54%	50%	36-49%	26-35%	0-25%

Teacher Improvement Plan (TIP)

Date / Pre-Conference: _____ Date/Observation: _____ Date/Follow Up: _____

Areas the Classroom Teacher has chosen to improve: _____

Standards Chosen for Further Development	Action/Actions to be Taken	Mentor/Supervisor's Responsibilities	Teacher's Responsibilities	Timeline for Completion	Success Indicators <i>(What observable evidence will be demonstrated?)</i>	Improvements Made and Documented

Mentor/Supervisor's Signature: _____

Date: _____

Classroom Teacher's Signature: _____

Date: _____

Principal Improvement Plan (PIP)

Date / Pre-Conference: _____

Date/Follow Up: _____

Areas the Principal has chosen to improve: _____

Standards Chosen for Further Development	Action/Actions to be Taken	Mentor/Supervisor's Responsibilities	Principal's Responsibilities	Timeline for Completion	Success Indicators <i>(What observable evidence will be demonstrated?)</i>	Improvements Made and Documented

Mentor/Supervisor's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

Brookfield CSD APPR Plan – 2012-2013

Principal's HEDI Scale

Local Assessments

Points Earned (out of possible 20)	Percentage Range of Students Achieving District's SLO Targets
15	93-100%
14	85-92%
13	82-84%
12	79-81%
11	75-78%
10	71-74%
9	68-70%
8	65-67%
7	62-64%
6	59-61%
5	56-58%
4	53-55%
3	50-52%
2	40-49%
1	21-39%
0	0-20%

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

Signatures, dates

Superintendent Signature:

Date:

12/10/12

Robert J. Lemire

Teachers Union President Signature:

Date:

Sharon L. Cossette 12/10/12

Administrative Union President Signature:

Date:

12/10/12

Kathleen H. Donovan

Board of Education President Signature:

Date:

12/10/12

Bernard Whitehouse

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

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

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

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

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