



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION  
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 4, 2012

Russell J. Stewart, Superintendent  
Center Moriches School District  
529 Main Street  
Center Moriches, NY 11934

Dear Superintendent Stewart:

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 certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Dean Lucera

NOTE: 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.

# Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 15, 2012

Updated Tuesday, August 28, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 580233020000

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

*580233020000*

#### 1.2) School District Name: CENTER MORICHES UFSD

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

*CENTER MORICHES UFSD*

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

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

*Not applicable*

#### 1.4) Award Classification

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

- 
- Governor's Management Efficiency Grant
-

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Tuesday, May 15, 2012

Updated Friday, August 31, 2012

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### 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	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in extraordinary student academic growth beyond the expectations during the school year for all students in each classroom. 90-100% of students met or exceeded the Student Learning Objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 70-89% of students met or exceeded the Student Learning Objective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of students met or exceeded the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objective.

## 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	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objective.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	State-approved 3rd party assessment	IOWA Assessments Form E level 12 (gr 6)
7	State-approved 3rd party assessment	IOWA Assessments Form E 13 (gr 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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards.
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of students met or exceeded the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objective.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	State-approved 3rd party assessment	IOWA Assessments Form E level 12 (gr 6)
7	State-approved 3rd party assessment	IOWA Assessments Form E Level 13 (gr 7)
8	State-approved 3rd party assessment	IOWA Assessments Form E level 14 (gr 8)

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards.
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Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 70-89% of students met or exceeded the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of students met or exceeded the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objective.

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and

assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards.
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Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 70 (or the state average, whichever is lower)-89% of students met or exceeded the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of students met or exceeded the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objective.

## 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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objective.

## 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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objective.

## 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	Regents assessment	English Language Arts Regents
Grade 10 ELA	Regents assessment	English Language Arts Regents
Grade 11 ELA	Regents assessment	English Language Arts Regents

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.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objective.

## 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
Art 6-12	State-approved 3rd party assessment	IOWA Assessments Form E Levels 12-18 (gr 6-12)
Technology 6-12	State-approved 3rd party assessment	IOWA Assessments Form E Levels 12-18 (gr 6-12)

Physical Education 6-12	State-approved 3rd party assessment	IOWA Assessments Form E Levels 12-18 (gr 6-12)
Music 6-12	State-approved 3rd party assessment	IOWA Assessments Form E Levels 12-18 (gr 6-12)
LOTE 8	District, Regional or BOCES-developed	FLECS Achievement test grade 8
English 12	State-approved 3rd party assessment	IOWA Assessments Form E Level 18 (gr 12)
Art K-5	School/BOCES-wide/group/team results based on State	ELA 3, 4 & 5
Music K-5	School/BOCES-wide/group/team results based on State	ELA 3, 4 & 5
Reading Elementary	School/BOCES-wide/group/team results based on State	ELA 3, 4 & 5
Reading Grade 6	State Assessment	ELA 6
Physical Education K-5	School/BOCES-wide/group/team results based on State	ELA 3, 4 & 5
Speech Teachers	School/BOCES-wide/group/team results based on State	ELA 3, 4 & 5
Library Media Elementary	State Assessment	ELA 3, 4 & 5
Library Media Secondary	State Assessment	ELA 6, 7 & 8
Family Consumer Science	State Assessment	ELA 6, 7 & 8
Health - Middle School	State Assessment	Science 8
Health - High School	State-approved 3rd party assessment	IOWA Assessments Form E Levels 16 (gr 10)
LOTE 10	District, Regional or BOCES-developed	FLECS Achievement Test Grade 10

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Adoption of generic HEDI criteria to ensure rigorous growth expectations during the school year. Individual growth targets for students will be created utilizing pre-assessment data which will ensure that each student's needs are taken into account and focus instruction on the high priority learning standards.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

The work of the teacher does not result in acceptable student academic growth. Fewer than 50% of students met or exceed the Student Learning Objective.

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/5364/130064-TXEttx9bQW/HEDI Criteria and Points assignment 2012-13\_1.doc*

## 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.

*Targets will be set individually for any student with disabilities in a setting that has a small sample size due to the fact that each student's IEP derives differential goals which should be taken into account when developing the SLO for the teacher accountable for those student's growth.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Monday, June 04, 2012

Updated Friday, August 31, 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	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	4) State-approved 3rd party assessments	IOWA Assessment - Form E Level 12 (gr 6)
7	4) State-approved 3rd party assessments	IOWA Assessment - Form E Level 13 (gr 7)
8	4) State-approved 3rd party assessments	IOWA Assessment - Form E Level 14 (gr 8)

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.	See graphic
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in extraordinary student academic achievement during the school year. 90-100% of students met or exceeded the locally developed target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable, and appropriate student academic achievement. 70-89% of the students met or exceeded the locally developed target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of the students met or exceeded the locally developed target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement. Fewer than 50% of student met or exceed the locally developed target.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	4) State-approved 3rd party assessments	IOWA Assessment - Form E Level 12 (gr 6)
7	4) State-approved 3rd party assessments	IOWA Assessment - Form E Level 13 (gr 7)
8	4) State-approved 3rd party assessments	IOWA Assessment - Form E Level 14 (gr 8)

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	(No response)
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3.3, below.	
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year. 90-100% of students met or exceeded the locally developed target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable, and appropriate student academic achievement. 70-89% of the students met or exceeded the locally developed target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of the students met or exceeded the locally developed target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement. Fewer than 50% of student met or exceed the locally developed target.

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/138583-rhJdBgDruP/HEDI with value added\_1.doc*

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	District Developed Student Reading Achievement based upon Fountas and Pinnell and Aimsweb
1	5) District, regional, or BOCES–developed assessments	District Developed Student Reading Achievement based upon Fountas and Pinnell and Aimsweb
2	5) District, regional, or BOCES–developed assessments	District Developed Student Reading Achievement based upon Fountas and Pinnell and Aimsweb
3	5) District, regional, or BOCES–developed assessments	District Developed Student Reading Achievement based upon Fountas and Pinnell and Aimsweb

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.	(No response)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year. 90-100% of students met or exceeded the locally developed target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable, and appropriate student academic achievement. 70-89% of the students met or exceeded the locally developed target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of the students met or exceeded the locally developed target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement. Fewer than 50% of student met or exceed the locally developed target.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	District developed Student Achievement in Mathematics based upon by AIMSWEB and EnVision Mathematics
1	5) District, regional, or BOCES–developed assessments	District developed Student Achievement in Mathematics based upon by AIMSWEB and EnVision Mathematics
2	5) District, regional, or BOCES–developed assessments	District developed Student Achievement in Mathematics based upon by AIMSWEB and EnVision Mathematics
3	5) District, regional, or BOCES–developed assessments	District developed Student Achievement in Mathematics based upon by AIMSWEB and EnVision Mathematics

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.	(No response)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year. 90-100% of students met or exceeded the locally developed target.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable, and appropriate student academic achievement. 70-89% of the students met or exceeded the locally developed target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of the students met or exceeded the locally developed target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement. Fewer than 50% of student met or exceed the locally developed target.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Center Moriches Developed Grade 6 science Assessment
7	5) District, regional, or BOCES–developed assessments	Center Moriches Developed Grade 7 Science Assessment
8	4) State-approved 3rd party assessments	IOWA Assessment - Form E Level 14 (gr 8)

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year. 90-100% of students met or exceeded the locally developed target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable, and appropriate student academic achievement. 70-89% of the students met or exceeded the locally developed target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of the students met or exceeded the locally developed target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement. Fewer than 50% of student met or exceed the locally developed target.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	IOWA Assessment - Form E Level 12 (gr 6)
7	7) Student Learning Objectives	IOWA Assessment - Form E Level 13 (gr 7)
8	5) District, regional, or BOCES–developed assessments	Suffolk County Regionally developed 8th grade 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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year. 90-100% of students met or exceeded the locally developed target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable, and appropriate student academic achievement. 70-89% of the students met or exceeded the locally developed target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of the students met or exceeded the locally developed target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement. Fewer than 50% of student met or exceed the locally developed target.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	IOWA Assessment - Form E Level 15 (gr 9)
Global 2	7) Student Learning Objectives	IOWA Assessment - Form E Level 16 (gr 10)
American History	7) Student Learning Objectives	IOWA Assessment - Form E Level 17 (gr 11)

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year. 90-100% of students met or exceeded the locally developed target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable, and appropriate student academic achievement. 70-89% of the students met or exceeded the locally developed target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of the students met or exceeded the locally developed target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement. Fewer than 50% of student met or exceed the locally developed target.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	IOWA Assessment - Form E Level 15 (gr 9)
Earth Science	7) Student Learning Objectives	IOWA Assessment - Form E Level 16 (gr 10)
Chemistry	7) Student Learning Objectives	IOWA Assessment - Form E Level 17 (gr 11)
Physics	7) Student Learning Objectives	IOWA Assessment - Form E Level 18 (gr 12)

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.	(No response)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year. 90-100% of students met or exceeded the locally developed target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of the students met or exceeded the locally developed target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable, and appropriate student academic achievement. 70-89% of the students met or exceeded the locally developed target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement. Fewer than 50% of student met or exceed the locally developed target.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	IOWA Assessment - Form E Level 15 (gr 9)
Geometry	7) Student Learning Objectives	IOWA Assessment - Form E Level 16 (gr 10)
Algebra 2	7) Student Learning Objectives	IOWA Assessment - Form E Level 17 (gr 11)

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year. 90-100% of students met or exceeded the locally

	developed target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable, and appropriate student academic achievement. 70-89% of the students met or exceeded the locally developed target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of the students met or exceeded the locally developed target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement. Fewer than 50% of student met or exceed the locally developed target.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	7) Student Learning Objectives	IOWA Assessment - Form E Level 15 (gr 9)
Grade 10 ELA	7) Student Learning Objectives	IOWA Assessment - Form E Level 16 (gr 10)
Grade 11 ELA	7) Student Learning Objectives	IOWA Assessment - Form E Level 17 (gr 11)

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year. 90-100% of students met or exceeded the locally developed target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable, and appropriate student academic achievement. 70-89% of the students met or exceeded the locally developed target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of the students met or exceeded the locally developed target.

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

The work of the teacher does not result in acceptable student academic achievement. Fewer than 50% of student met or exceed the locally developed target.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art 6-12	5) District/regional/BOCES–developed	Center Moriches Developed 6-12 art performance assessment
Technology 6-12	5) District/regional/BOCES–developed	Center Moriches Developed 6-12 Technology performance assessment
Physical Education 6-12	5) District/regional/BOCES–developed	Center Moriches Developed 6-12 physical education performance assessment
Music 6-12	5) District/regional/BOCES–developed	Center Moriches Developed 6-12 music performance assessment
LOTE 8 and 10	5) District/regional/BOCES–developed	Suffolk County FLECS Regional LOTE Assessment Grades 8 and 10
English 12	5) District/regional/BOCES–developed	Center Moriches Developed Grade 12 English graduation portfolio
Art K-5	5) District/regional/BOCES–developed	Center Moriches Developed K-5 art performance assessment
Music K-5	5) District/regional/BOCES–developed	Center Moriches Developed K-5 music performance assessment
Reading Elementary	3) Teacher specific achievement/growth score computed locally	AIMSWEB and NYSED ELA Assessment at the student's grade level
Physical Education K-5	5) District/regional/BOCES–developed	District developed K-5 physical education performance assessment
Speech Teachers	3) Teacher specific achievement/growth score computed locally	AIMSWEB and NYSED ELA Assessment at the student's grade level
Library Media Elementary	6(ii) School wide measure computed locally	NYSED ELA grades 3-5
Library Media Secondary	5) District/regional/BOCES–developed	Center Moriches Developed Grade 12 English graduation portfolio
Family Consumer Science	5) District/regional/BOCES–developed	Center Moriches Developed 7th grade FACS performance assessment
Health - Middle School	5) District/regional/BOCES–developed	Center Moriches Developed 7th grade Health Assessment
Health - High School	5) District/regional/BOCES–developed	Center Moriches Developed 10th grade Health Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year. 90-100% of students met or exceeded the locally developed target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable, and appropriate student academic achievement. 70-89% of the students met or exceeded the locally developed target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 50-69% of the students met or exceeded the locally developed target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement. Fewer than 50% of student met or exceed the locally developed target.

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/138583-y92vNseFa4/HEDI Criteria and Points assignment 2012-13\_1.doc*

### 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.

*Targets will be set individually for any teacher who teaches sstudents with disabilities in settings that have multiple grade levels and/or small sample size due to the fact the each student's IEP derives differential goals which should be taken into account when developing the locally selected target for each teacher accountable for those student's performance.*

### 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.

*Each teacher with more than one locally selected measure will be assessed individually for each measure and then multiplied by the percentage of students in their case load accounted for by each measure. The resulting measure will be scaled from 0-15 or 0-20 dependent upon their caseload.*

### 3.16) Assurances

Please check all of the boxes below:

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

# 4. Other Measures of Effectiveness (Teachers)

Created Monday, June 04, 2012

Updated Thursday, June 28, 2012

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## Page 1

### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(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]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

(No response)

(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.

*Multiple Measures of Teaching Efficacy (60 Points)*  
*Beginning with the 2010-11 school year, every certificated member of the Center Moriches School District (inclusive of all classroom teachers) was evaluated using a rubric-based evaluation adopted from Charlotte Danielson's 2007 Framework for Teaching. This rubric utilizes a four point rating scale; Highly Effective, Effective, Developing and Ineffective (HEDI) as per NYSED regulations. As this was only utilized as an observation tool, the entire rubric was not implemented. In order to meet the statute, the rubric in its entirety, which is a New York State approved teacher practice rubric, would be utilized to annually measure all New York State Teaching Standards. Evaluations of classroom teachers are to be based on multiple measures, aligned with the New York State Teaching Standards. Any of the Teaching Standards not addressed in classroom observation must be assessed at least once per year through one or more of the following structured activities: Structured review of student work, and/or teacher artifacts using portfolio or evidence binder processes. The Framework for Teaching is aligned to the New York State Teaching Standards. The Framework consists of 4 Domains of professional practice; Domain 1: Planning and Preparation,*

*Domain 2: The Classroom Environment, Domain 3: Instruction and Domain 4: Professional Responsibility. Domains 2 and 3 are structured to be visible to administrators when in a teacher's classroom. In order to collect data and evidence of practice that is representative of a teacher's entire body of work, multiple observations by a trained administrator are essential. For tenured teachers who are not on a Professional Improvement Plan, a maximum of 2 full-period observations with additional shorter time period walk-throughs are necessary for any administrator to be able to collect unbiased evidence to get a true indication of a teacher's professional practice. At least one of the full-period observations will be unannounced. In order to ascertain evidence for Domain 1, either a pre-observation conference or other evidence of planning and preparation, as produced and presented by the teacher to an administrator in a portfolio, will be necessary. 40 points in the 60 point classroom observation allocation would be designated to the critical competences as evidenced by classroom observations focused on evidence of Domains 2 and 3. The other 20 points of the 60 point classroom observation allocation will be focused on Domain 1 and Domain 4 as evidenced by portfolio collection of artifacts created by teachers and submitted to administration to ensure all standards are being measured. Full-period observations will be followed up with a post-observation conference in a timely fashion but always within 10 school days following the full period observation. The teacher will acknowledge that he or she has participated in a post-observation conversation by signing the copy to be filed. Each teacher will be responsible for the creation and implementation and reflection upon an Individual Professional Development Plan, in collaboration with his/her administrator to set professional growth goals for each year as well as the maintenance of the log of Professional Development activities to provide evidence for Domain 4.*

*Range of Scores is as follows:*

*HE – 60 points*

*E - 42-59 points*

*D - 22-41 points*

*I - 0-21 points*

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/5091/138478-eka9yMJ855/Multiple Measures of Teaching Efficacy.doc*

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.

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>Teachers performing at this level are master teachers who make a contributin to the field both in and outside of their classroom. Their classrooms operate at a qualitatively different level from other teachers. His/her classroom consists of acommunity of learners, with students highly motivated and engaged, assuming considerable responsibility for their own learning. This quantifies in the multiple measures of teacher practice as Highly Effective and is given 60 points.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>The teacher performing at this level clearly understands the concepts underlying the fundamental practices associate with best research-based teaching practices and implements them well. Teachers performing at the Effective level have mastered the work of teaching while working to improve their practice and student success. They serve as resources to other teachers and actively participate in the professional community. This quantifies in the multiple measures of teaching practices in the Effective Range of 42-59 points.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>The teacher performing at this level appears to understand the concepts underlying the fundamental practices associated with best research-based teaching practices however implementation is sporadic, intermittent or otherwise not entirely successful. This quantifies in the multiple measures of teaching practices in the</p>

Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Developing Range of 22-41 points. Teacher does not yet appear to understand, nor can he/she apply the concepts and fundamental practices associated with best research-based teaching practices. In some areas of practice performance at this level represents teaching that is below the licensing standard of "do no harm." This quantifies in the multiple measures of teaching practices in the Ineffective Range of 0-21 points.
--	---

Provide the ranges for the 60-point scoring bands.

Highly Effective	60
Effective	42-59
Developing	22-41
Ineffective	0-21

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	3
4.6) Observations of Probationary Teachers   Informal/Short	5
4.6) Observations of Probationary Teachers   Enter Total	8

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	2
4.7) Observations of Tenured Teachers   Informal/Short	2
4.7) Observations of Tenured Teachers   Total	4

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 Monday, June 04, 2012

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness(60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	60
Effective	42-59
Developing	22-41
Ineffective	0-21

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness(60 points)

Overall Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

# 6. Additional Requirements - Teachers

Created Monday, June 04, 2012

Updated Monday, June 11, 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/5265/138645-Df0w3Xx5v6/TIP\\_1.doc](assets/survey-uploads/5265/138645-Df0w3Xx5v6/TIP_1.doc)

### 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:

*At the request of the employee receiving a Developing or Ineffective rating, Annual Professional Performance Reviews conducted pursuant to NYSED requirements and this Agreement, may be appealed to the next level of supervision up to and including, but not beyond, the Superintendent of Schools.*

*To the extent that a teacher wishes to challenge a performance review that is at the Developing or Ineffective level and/or the improvement plan, the Center Moriches School District will entertain appeals in the following manner.*

*Level One: Appeal to committee. The teacher, within 10 school days of receiving the performance review and/or improvement plan, will request to his/her immediate supervisor, in writing, a committee review. The committee will be made up of two administrators who are not the teacher's direct supervisor and two "evaluation trained" members of the CMTA who may either volunteer or be selected by the CMTA. They will convene to look over the evidence and render a decision in writing to the teacher within 15 working days.*

*Level Two: Appeal to the Superintendent. The teacher, within 10 school days of receiving the decision of the appeal committee, will request an appeal in writing to the Superintendent. The Superintendent will review the evidence and render a decision in writing within 15 working days of the receipt of the request. All decisions rendered by the Superintendent are final and binding and no further appeals are permitted.*

*Under Education Law §3012-c, a teacher may only challenge:*

- the substance of the annual professional performance review;*
- the school districts or board of cooperative educational services adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- the adherence to the Commissioner's regulations, as applicable to such reviews;*
- compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- the school districts or board of cooperative educational services issuance and/or implementation of the terms of the teacher or principal improvement plans under Education Law §3012-c.*

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

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

*The Center Moriches School District will ensure that all evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by duly trained administrators Network Team Equivalent members or by Eastern Suffolk BOCES Network Team members and then turn keyed to each of our evaluators. Evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:*

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

*The Center Moriches School District has already reviewed data and begun training evaluators on issues related to evidence-based observations, utilization of the chosen observational rubric, New York State Teaching Standards, Scoring methodologies used to evaluate teachers and inter-rater reliability. Center Moriches Schools will continue to develop a process to ensure that evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis by professional development specific to the above nine elements.*

*As a district with a Network Team Equivalent, the Deputy Superintendent has been present at every RTTT Network Team Institute in Albany, NY. Once returned to the district, the Deputy Superintendent has turn-key trained all teacher supervisors in each of the nine elements above. This training has commenced during the school year in both half-day and full-day training and will continue in the summer with a 5 day institute whereby inter-rater reliability will be assured by utilizing video-taped observations and subsequently utilizing live instructional rounds when the teachers return to teaching in September.*

## 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

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• Checked

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## 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	Checked

the last school day of the school year for which the teacher or principal is being measured.	
6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, June 04, 2012

Updated Monday, June 11, 2012

## Page 1

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

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

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

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

	K-5
	6-8
	9-12
	(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	No principals fall under the SLO guidelines
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Monday, June 04, 2012

Updated Friday, August 31, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	AIMSWEB Grades K-5
6-8	(d) measures used by district for teacher evaluation	IOWA Assessment - Form E Levels 12, 13 and 14
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 year Graduation Rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in extraordinary student academic growth beyond expectations during the school year. 90-100% of students met or exceeded the locally developed target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in acceptable, measurable and appropriate student academic growth during the school year. 70-89% of students met or exceeded the locally developed target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic growth that does not meet the established standard and/or is not achieved with designated populations. 50-69% of the students met or exceeded the locally developed target.

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

The work of the principal does not result in acceptable student academic growth. Fewer than 50% of the students met or exceeded the locally developed target.

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/5366/138750-8o9AH60arN/HEDI with value added\\_1.doc](#)

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.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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.

(No response)

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

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

(No response)

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Monday, June 04, 2012

Updated Tuesday, August 28, 2012

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

(No response)

(No response)

(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.

*All 60 points are being attributed to the MPPR rubric. See Attached graphic extrapolated out of the Center Moriches Teacher and Principal APPR document*

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/5143/138677-pMADJ4gk6R/Center Moriches HEDI criteria for Principals.doc*

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.	Principals performing at this level are master educators who make a contribution to the field both in and outside of their schools. Their schools operate at a quantitatively different level from other principals. His/her school consists of a community of learners, with students and teachers who are highly motivated and engaged, assuming considerable responsibility for their own growth and development. This quantifies in the multiple measures of Principal practice rubric as Highly Effective and is given 60 points.
Effective: Overall performance and results meet standards.	Principals performing at the Effective level have mastered the work of administration improve their practice and teacher success. They serve as resources to other administrators and actively participate in the professional community. The quantifies in the multiple measures of Principal practices in the Effective range of 42-59 points.
Developing: Overall performance and results need improvement in order to meet standards.	The Principal performing at this level appears to understand the concepts underlying the fundamental practices associated with administration however the implementation is sporadic, intermittent or otherwise not entirely successful. This quantifies in the multiple measures of Principal practices in the Developing range of 22-41 points.
Ineffective: Overall performance and results do not meet standards.	Principal does not yet appear to understand, nor can he/she apply the concepts and fundamental practices associated with administration. In some areas of practice performance at this level represents administration that is below the standard of "do no harm". This quantifies in the multiple measures of teaching practices in the Ineffective range at 0-21 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60
Effective	42-59
Developing	22-41
Ineffective	0-21

## 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	8
By trained administrator	0
By trained independent evaluator	0
Enter Total	8

### **Tenured Principals**

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

# 10. Composite Scoring (Principals)

Created Monday, June 11, 2012

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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	60
Effective	42-59
Developing	22-41
Ineffective	0-21

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Monday, June 11, 2012

Updated Thursday, June 28, 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/5276/141353-Df0w3Xx5v6/Principal Improvement Plan.doc](assets/survey-uploads/5276/141353-Df0w3Xx5v6/Principal%20Improvement%20Plan.doc)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *6. Appeals of Annual Performance Evaluations*

*At the request of the employee receiving a Developing or Ineffective rating, Annual Professional Performance Reviews conducted pursuant to NYSED requirements and this Agreement, may be appealed to the next level of supervision up to and including, but not beyond, the Superintendent of Schools.*

*To the extent that a teacher or principal wishes to challenge a performance review that is at the Developing or Ineffective level and/or the improvement plan, the Center Moriches School District will entertain appeals in the following manner.*

*Level One (Teachers only): Appeal to committee. The teacher, within 10 school days of receiving the performance review and/or improvement plan, will request to his/her immediate supervisor, in writing, a committee review. The committee will be made up of two administrators who are not the teacher's direct supervisor and two "evaluation trained" members of the CMTA who may either volunteer or be selected by the CMTA. They will convene to look over the evidence and render a decision in writing to the teacher within 15 working days.*

*Level Two: Appeal to the Superintendent. \* The teacher or principal, within 10 school days of receiving the decision of the appeal committee, will request an appeal in writing to the Superintendent. The Superintendent will review the evidence and render a decision in writing within 15 working days of the receipt of the request. All decisions rendered by the Superintendent are final and binding and no further appeals are permitted.*

*\*The appeal process for principals will be subject to mandatory bargaining upon change of personnel in the office of the Superintendent.*

*Under Education Law §3012-c, a teacher or principal may only challenge:*

- the substance of the annual professional performance review;*
- the school districts or board of cooperative educational services adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- the adherence to the Commissioner's regulations, as applicable to such reviews;*
- compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- the school districts or board of cooperative educational services issuance and/or implementation of the terms of the teacher or principal improvement plans under Education Law §3012-c.*

## 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.

### 7. Evaluator Training

*The Center Moriches School District will ensure that all evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by duly trained administrators Network Team Equivalent members or by Eastern Suffolk BOCES Network Team members and then turn keyed to each of our evaluators. Evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:*

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

*The Center Moriches School District has already reviewed data and begun training evaluators on issues related to evidence-based observations, utilization of the chosen observational rubric, New York State Teaching Standards, Scoring methodologies used to evaluate teachers and inter-rater reliability. Center Moriches Schools will continue to develop a process to ensure that evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis by professional development specific to the above nine elements.*

## 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	Checked

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.	
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 Friday, August 31, 2012

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## Page 1

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

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

<assets/survey-uploads/5581/170861-3Uqgn5g9Iu/Center Moriches 8.31.12 Attestation and signature sheet.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.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	93-95%	90-92%	88-89%	86-87%	83-85%	81-82%	79-80%	76-78%	74-75%	72-73%	70-71%	67-69%	64-66%	60-63%	57-59%	54-56%	50-53%	36-49%	26-35%	0-25%

### Multiple Measures of Teaching Efficacy (60 Points)

Beginning with the 2010-11 school year, every certificated member of the Center Moriches School District (inclusive of all classroom teachers) was evaluated using a rubric-based evaluation adopted from Charlotte Danielson's 2007 Framework for Teaching. This rubric utilizes a four point rating scale; Highly Effective, Effective,

Developing and Ineffective (HEDI) as per NYSED regulations. As this was only utilized as an observation tool, the entire rubric was not implemented. In order to meet the statute, the rubric in its entirety, which is a New York State approved teacher practice rubric, would be utilized to annually measure all New York State Teaching Standards. Evaluations of classroom teachers are to be based on multiple measures, aligned with the New York State Teaching Standards. Any of the Teaching Standards not addressed in classroom observation must be assessed at least once per year through one or more of the following structured activities: Structured review of student work, and/or teacher artifacts using portfolio or evidence binder processes. The Framework for Teaching is aligned to the New York State Teaching Standards. The Framework consists of 4 Domains of professional practice; Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction and Domain 4: Professional Responsibility.

Domains 2 and 3 are structured to be visible to administrators when in a teacher's classroom. In order to collect data and evidence of practice that is representative of a teacher's entire body of work, multiple observations by a trained administrator are essential. For tenured teachers who are not on a Professional Improvement Plan, a maximum of 2 full-period observations with additional shorter time period walk-throughs are necessary for any administrator to be able to collect unbiased evidence to get a true indication of a teacher's professional practice. At least one of the full-period observations will be unannounced. In order to ascertain evidence for Domain 1, either a pre-observation conference or other evidence of planning and preparation, as produced and presented by the teacher to an administrator in a portfolio, will be necessary. 40 points in the 60 point classroom observation allocation would be designated to the critical competences as evidenced by classroom observations focused on evidence of Domains 2 and 3. The other 20 points of the 60 point classroom observation allocation will be focused on Domain 1 and Domain 4 as evidenced by portfolio collection of artifacts created by teachers and submitted to administration to ensure all standards are being measured. Full-period observations will be followed up with a post-observation conference in a timely fashion but always within 10 school days following the full period observation. The teacher will acknowledge that he or she has participated in a post-observation conversation by signing the copy to be filed. Each teacher will be responsible for the creation and implementation and reflection upon an Individual Professional Development Plan, in collaboration with his/her administrator to set professional growth goals for each year as well as the maintenance of the log of Professional Development activities to provide evidence for Domain 4.

Range of Scores is as follows:

HE – 60 points

E - 42-59 points

D - 22-41 points

I - 0-21 points

### Teacher Annual Review

Teacher \_\_\_\_\_ School Year \_\_\_\_\_

Evaluator \_\_\_\_\_

Component	Evidence	Rating and Points
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1a Demonstrating Knowledge of Content and Pedagogy		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0
1b Demonstrating Knowledge of Students		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0
1c Setting Instructional Outcomes		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0
1d Demonstrating Knowledge of Resources		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0
1e Designing Coherent Instruction		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0
1f Designing Student Assessments		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0
<b>Rating for Domain 1</b> Planning and Preparation	<b>Range:</b> HE 22-24 E 16-22 D 8-15 I 3-7	<input type="checkbox"/> HE –10 points <input type="checkbox"/> E – 7-9 points <input type="checkbox"/> D – 3-6 points <input type="checkbox"/> I – 0-2 point <input type="checkbox"/> NE 0 - points
		----- out of 10

Component	Evidence	Rating
2a Creating an Environment of Respect and Rapport		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0

<p>2b Establishing a Culture for Learning</p>		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
<p>2c Managing Classroom Procedures</p>		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
<p>2d Managing Student Behavior</p>		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
<p>2e Organizing Physical Space</p>		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
	<p>Rating for Domain 2 The Classroom Environment</p>	<input type="checkbox"/> HE -20 points <input type="checkbox"/> E - 14-19 points <input type="checkbox"/> D - 8-13 points <input type="checkbox"/> I - 1-7points <input type="checkbox"/> NE 0 - points	<p>----- out of 20</p>
<p><b>Component</b></p>	<p><b>Evidence</b></p>		<p><b>Rating</b></p>
<p>3a Communicating with Students</p>		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	

3b Using Questioning and Discussion Techniques		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
3c Engaging Students in Learning		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
3d Using Assessment in Instruction		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
3e Demonstrating Flexibility and Responsiveness		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
	Rating for Domain 3 Instruction	<input type="checkbox"/> HE – 20 points <input type="checkbox"/> E – 14-19 points <input type="checkbox"/> D – 8-13 points <input type="checkbox"/> I – 1-7points <input type="checkbox"/> NE 0 - points	----- out of 20

Component	Evidence	Rating
4a: Reflecting on Teaching		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0

4b: Maintaining Accurate Records		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
4c: Communicating with Families		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
4d: Participating in a Professional Community		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
4e: Growing and Developing Professionally		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
4f: Showing Professionalism		<input type="checkbox"/> HE - 4 <input type="checkbox"/> E - 3 <input type="checkbox"/> D - 2 <input type="checkbox"/> I - 1 <input type="checkbox"/> NE - 0	
<b>Rating for Domain 4 Professionalism</b>	<b>Range:</b> HE 22-24 E 16-21 D 8-15 I 3-7	<input type="checkbox"/> HE –10 points <input type="checkbox"/> E – 7-9 points <input type="checkbox"/> D – 3-6 points <input type="checkbox"/> I – 0-2 point <input type="checkbox"/> NE 0 - points	----- out of 10

# Summary of Classroom Observations

Teacher \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_ Observer \_\_\_\_\_

Date	Length	Discussion
		<p>Strengths of the Lesson:</p> <p>Areas for growth:</p>
Date	<p>We have participated in a conversation on the above items.</p> <p>Signature: _____</p> <p style="text-align: center;">Teacher <span style="margin-left: 200px;">Evaluator</span></p>	
		<p>Strengths of the Lesson:</p> <p>Areas for growth:</p>
Date	<p>We have participated in a conversation on the above items.</p> <p>Signature: _____</p> <p style="text-align: center;">Teacher <span style="margin-left: 200px;">Evaluator</span></p>	
		<p>Strengths of the Lesson:</p> <p>Areas for growth:</p>
Date	<p>We have participated in a conversation on the above items.</p> <p>Signature: _____</p> <p style="text-align: center;">Teacher <span style="margin-left: 200px;">Evaluator</span></p>	
		<p>Strengths of the Lesson:</p> <p>Areas for growth:</p>
Date	<p>We have participated in a conversation on the above items.</p> <p>Signature: _____</p> <p style="text-align: center;">Teacher <span style="margin-left: 200px;">Evaluator</span></p>	
		<p>Strengths of the Lesson:</p> <p>Areas for growth:</p>
Date	<p>We have participated in a conversation on the above items.</p> <p>Signature: _____</p> <p style="text-align: center;">Teacher <span style="margin-left: 200px;">Evaluator</span></p>	

		Strengths of the Lesson:
		Areas for growth:
Date	We have participated in a conversation on the above items.	
	Signature: _____	
	Teacher	Evaluator
		Strengths of the Lesson:
		Areas for growth:
Date	We have participated in a conversation on the above items.	
	Signature: _____	
	Teacher	Evaluator
		Strengths of the Lesson:
		Areas for growth:

# Annual Professional Performance Review

Teacher \_\_\_\_\_ School \_\_\_\_\_  
 \_\_\_\_\_ Year \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_  
 \_\_\_\_\_

Domain	Combined Score	
1: Planning and Preparation		
2: The Classroom Environment		
3: Instruction		
4: Professional Responsibilities		
20 Points – SLO or State Assessment Goal Attainment		
20 Points – Local Goal Attainment		
Combined Score		Rating:

## Summary of Performance

Domain 1
Domain 2

Domain 3

Domain 4

Areas of Strength

Areas for Further Development

Professional Growth Goals for the next school year

---

Teacher

---

Date of Conference

---

School year

---

---

Teacher's Signature\* /Date

Evaluator's Signature/Date

\*Teacher's signature indicates only that the teacher has read this report and received a copy thereof.



HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	86-89%	83-85%	80-82%	76-79%	73-75%	70-72%	65-69%	61-64%	58-60%	54-57%	50-53%	36-49%	26-35%	0-25%

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	93-95%	90-92%	88-89%	86-87%	83-85%	81-82%	79-80%	76-78%	74-75%	72-73%	70-71%	67-69%	64-66%	60-63%	57-59%	54-56%	50-53%	36-49%	26-35%	0-25%

## **5. Performance Improvement Plan – Teacher Improvement Plan (TIP)**

In reflection of the district's desire to ensure that the APPR process ensures the best success for our students and to continually support teacher growth, pursuant to New York State Education Law 3012-c a Teacher Improvement Plan (TIP) will be created for any teacher whose composite score is either Developing or Ineffective to focus and support teacher growth and improvement. Creation and beginning implementation of a Teacher Improvement Plan (TIP) will occur no later than 10 days after the date on which teachers are required to report. Teachers whose composite score on the previous year's APPR is either Developing or Ineffective are required to report to work a maximum of two mutually agreed upon days during the summer to collaborate with their administrator in the design of the goals of the TIP. The schedule of these summer work days shall follow the CMAA summer work-day provision. Each full day of summer work will be compensated by an additional personal day for each day of summer attendance. It is understood that the ultimate objective of an improvement plan is improved teacher performance resulting in increased student achievement, and that the intent of such a plan is instructional rather than disciplinary. Each TIP will be developed for the benefit of, and in consultation with, the teacher.

## Teacher Improvement Plan

Name \_\_\_\_\_ School \_\_\_\_\_  
\_\_\_\_\_

School year plan is based on \_\_\_\_\_ Assignment  
Grade/Subject \_\_\_\_\_

Ensuing School  
Year \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Date of Related APPR \_\_\_\_\_ Score on APPR \_\_\_\_\_ Date of TIP  
Conference \_\_\_\_\_

Area(s) Needing Improvement	Action Plan (Detail Steps to be taken)	Timeline for completion	Evidence

Date(s) and times of follow-up meetings:

1<sup>st</sup> quarter \_\_\_\_\_ 2<sup>nd</sup> quarter \_\_\_\_\_ 3<sup>rd</sup> quarter \_\_\_\_\_ 4<sup>th</sup>  
quarter \_\_\_\_\_

Teacher's comments:

Administrator's comments:

Date outcome is to be evaluated

by: \_\_\_\_\_

Teacher's

signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

Administrator

name \_\_\_\_\_ Title \_\_\_\_\_

—

Administrator's

signature \_\_\_\_\_ Date \_\_\_\_\_

## Teacher Improvement Plan Evaluation

Name \_\_\_\_\_ School \_\_\_\_\_  
 \_\_\_\_\_

School year plan is based on \_\_\_\_\_ School Year Evaluation is based  
 on \_\_\_\_\_

Date of TIP Conference \_\_\_\_\_

Area(s) Needing Improvement	Action Plan (Detail Steps to be taken)	Satisfactory Progress		Action Steps completed	
		YES	NO	YES	NO

TIP Satisfied? \_\_\_\_\_ YES \_\_\_\_\_ NO. If no, recommendations must be specified below:

Administrator's comments and recommendations:

Teacher's  
signature \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_

Administrator  
name \_\_\_\_\_ Title \_\_\_\_\_  
—

Administrator's  
signature \_\_\_\_\_ Date \_\_\_\_\_

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	86-89%	83-85%	80-82%	76-79%	73-75%	70-72%	65-69%	61-64%	58-60%	54-57%	50-53%	36-49%	26-35%	0-25%

<p>Rating for Domain 1 Shared Vision of Learning</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HE – 5 points</li> <li><input type="checkbox"/> E – 3-4 points</li> <li><input type="checkbox"/> D – 1-2 points</li> <li><input type="checkbox"/> I – 0 point</li> <li><input type="checkbox"/> NE 0 - points</li> </ul>	<p>----- out of 5</p>
<p>Rating for Domain 2 School Culture and Instructional Program</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HE –20 points</li> <li><input type="checkbox"/> E – 14-19 points</li> <li><input type="checkbox"/> D – 8-13 points</li> <li><input type="checkbox"/> I – 1-7points</li> <li><input type="checkbox"/> NE 0 - points</li> </ul>	<p>----- out of 20</p>
<p>Rating for Domain 3 Safe, Efficient, Effective Learning Environment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HE –14-15 points</li> <li><input type="checkbox"/> E – 9 -13 points</li> <li><input type="checkbox"/> D – 5 - 9 points</li> <li><input type="checkbox"/> I – 1- 4 points</li> <li><input type="checkbox"/> NE 0 - points</li> </ul>	<p>----- out of 15</p>
<p>Rating for Domain 4 Community</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HE – 10 points</li> <li><input type="checkbox"/> E – 6-9 points</li> <li><input type="checkbox"/> D – 3-5 points</li> <li><input type="checkbox"/> I – 1-2 points</li> <li><input type="checkbox"/> NE - 0 - points</li> </ul>	<p>----- out of 10</p>
<p>Rating for Domain 5 Integrity, Fairness, Ethics</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HE – 5points</li> <li><input type="checkbox"/> E – 3-4 points</li> <li><input type="checkbox"/> D – 1-2 points</li> <li><input type="checkbox"/> I – 0 point</li> <li><input type="checkbox"/> NE 0 - points</li> </ul>	<p>----- out of 5</p>
<p>Rating for Domain 6 Political, Social, Economic, Legal and Cultural Context</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> HE – 5points</li> <li><input type="checkbox"/> E – 3-4 points</li> <li><input type="checkbox"/> D – 1-2 points</li> <li><input type="checkbox"/> I – 0 point</li> <li><input type="checkbox"/> NE 0 - points</li> </ul>	<p>----- out of 5</p>

State Assessment or SLO Goal Attainment	State Generated Growth or See 20 Point HEDI for Local SLO*	_____ out of 20
	Value Added from NYSED	_____ out of 25
Local Goal Attainment	See HEDI for 15 Points if Value-Added is Adopted by NYSED.	_____ out of 15
	See HEDI for 20 Points	_____ out of 20
Combined Score	<input checked="" type="checkbox"/> 0-64: Ineffective <input checked="" type="checkbox"/> 65-74: Developing <input checked="" type="checkbox"/> 75-90: Effective <input checked="" type="checkbox"/> 91-100: Highly Effective	_____ out of 100

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	93-95%	90-92%	88-89%	86-87%	83-85%	81-82%	79-80%	76-78%	74-75%	72-73%	70-71%	67-69%	64-66%	60-63%	57-59%	54-56%	51-53%	36-50%	26-35%	0-25%

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	86-89%	83-85%	80-82%	76-79%	73-75%	70-72%	65-69%	61-64%	58-60%	54-57%	51-53%	36-50%	26-35%	0-25%



**Principal Improvement Plan**

Name \_\_\_\_\_ School \_\_\_\_\_

School year plan is based on \_\_\_\_\_

Date of Related APPR \_\_\_\_\_ Score on APPR \_\_\_\_\_ Date of TIP Conference \_\_\_\_\_

Area(s) Needing Improvement	Goal	Action Plan (Detail Steps to be taken)	Timeline for completion	Evidence

Date(s) and times of follow-up meetings:

1<sup>st</sup> quarter \_\_\_\_\_ 2<sup>nd</sup> quarter \_\_\_\_\_ 3<sup>rd</sup> quarter \_\_\_\_\_ 4<sup>th</sup> quarter \_\_\_\_\_

Principal's comments:

Administrator's comments:

Date outcome is to be evaluated by: \_\_\_\_\_

Principal's signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator name \_\_\_\_\_ Title \_\_\_\_\_

Administrator's signature \_\_\_\_\_ Date \_\_\_\_\_

**Principal Improvement Plan Evaluation**

Name \_\_\_\_\_ School \_\_\_\_\_

School year plan is based on \_\_\_\_\_ School Year Evaluation is based on \_\_\_\_\_

Date of TIP Conference \_\_\_\_\_

Area(s) Needing Improvement	Goal	Action Plan (Detail Steps to be taken)	Satisfactory Progress		Action Steps completed	
			YES	NO	YES	NO

TIP Satisfied? \_\_\_\_\_ YES \_\_\_\_\_ NO. If no, recommendations must be specified below:

Administrator's comments and recommendations:

Principal's signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator name \_\_\_\_\_ Title \_\_\_\_\_

Administrator's signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:    Date:

Russell Stewart    8/31/12

Teachers Union President Signature:    Date:

D. Russell    8/31/12

Administrative Union President Signature:    Date: 8/31/12

Patricia Cunningham

Board of Education President Signature:    Date:

John W. Kelly    8/31/12