



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

Commissioner of Education
President of the University of the State of New York
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March 24, 2014

Revised

Charles A. Leunig, Superintendent
Copiague UFSD
2650 Great Neck Road
Copiague, NY 11726

Dear Superintendent Leunig:

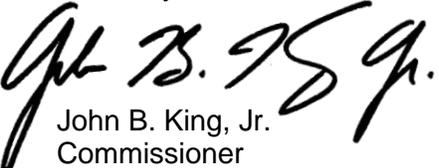
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Maureen Whitley

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, September 04, 2013

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Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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 : 580105030000

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

580105030000

1.2) School District Name: COPIAGUE UFSD

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

COPIAGUE UFSD

1.3) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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

1.3) 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

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, March 14, 2014

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, 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.	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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Copiague-developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Copiague-developed 1st grade ELA assessment
2	District, regional, or BOCES-developed assessment	Copiague-developed 2nd grade ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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.	Teachers will utilize a locally developed pre-assessment and a post-assessment (locally developed for grades K-2, state-mandated for grade 3, as per regulations) to measure student growth. Individual teachers will be assigned points based on the percentage of students meeting their individual growth targets (which are set and approved by the district) in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a

sequence of learning.

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

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.

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

Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Copiague-developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	Copiague-developed 1st grade Math assessment
2	District, regional, or BOCES-developed assessment	Copiague-developed 2nd grade Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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.

Teachers will utilize a locally developed pre-assessment and a post-assessment (locally developed for grades K-2, state-mandated for grade 3, as per regulations) to measure student growth. Individual teachers will be assigned points based on the percentage of students meeting their individual growth targets (which are set and approved by the district) in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11

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

All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.

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

Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.

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

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.

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

Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Copiague-developed 6th grade Science assessment
7	District, regional or BOCES-developed assessment	Copiague-developed 7th grade Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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.	Teachers will utilize a locally developed pre-assessment and a post-assessment (locally developed for grades 6-7, state-mandated for grade 8, as per regulations) to measure student growth. Individual teachers will be assigned points based on the percentage of students meeting their individual growth targets (which are set and approved by the district) in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Copiague-developed 6th grade Social Studies assessment
7	District, regional or BOCES-developed assessment	Copiague-developed 7th grade Social Studies assessment

8	District, regional or BOCES-developed assessment	Copiague-developed 8th grade Social Studies assessment
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For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

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.	Teachers will utilize a locally developed pre-assessment and a post-assessment (locally developed for grades 6-8, as per regulations) to measure student growth. Individual teachers will be assigned points based on the percentage of students meeting their individual growth targets (which are set and approved by the district) in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet District goals for similar students.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District goals for similar students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Copiague-developed Global 1 assessment

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

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

growth on the assessments listed for this Task.

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.	Teachers will utilize a locally developed pre-assessment and a post-assessment (locally developed for Global I, Regents for Global II and American History, as per regulations) to measure student growth. Individual teachers will be assigned points based on the percentage of students meeting their individual growth targets (which are set and approved by the district) in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet District goals for similar students.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District goals for similar students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

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 measuring student growth on the assessments listed for this Task.

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.	Teachers will utilize a locally developed pre-assessment and a post-assessment (Regents for Living Environment, Chemistry, Earth Science and Physics, as per regulations) to measure student growth. Individual teachers will be assigned points based on the percentage of students meeting their individual growth targets (which are set and approved by the district) in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet District goals for similar students.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District goals for similar students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.	Teachers will utilize a locally developed pre-assessment and a post-assessment [NYS Regents for Algebra I (Integrated Algebra Regents and NYS Common Core Algebra Regents with higher score being utilized), NYS Algebra II and Geometry, as per regulations] to measure student growth. Individual teachers will be assigned points based on the percentage of students meeting their individual growth targets (which are set and approved by the district) in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related

disciplines.

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

Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.

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

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.

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

Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Copiague-developed 9th grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Copiague-developed 10th grade ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents and Common Core English 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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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.

Teachers will utilize a locally developed pre-assessment and a post-assessment [locally developed for grades 9-10 ELA, Regents for grade 11 (Comprehensive English Regents and Common Core English Regents with higher score being utilized), as per regulations] to measure student growth. Individual teachers will be assigned points based on the percentage of students meeting their individual growth targets (which are set and approved by the district) in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11

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

All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related

disciplines.

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

Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.

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

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.

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

Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

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
All other math courses	District, Regional or BOCES-developed	Copiague developed Math course-specific assessment
All other ELA courses	District, Regional or BOCES-developed	Copiague developed ELA course-specific assessment
All other science courses	District, Regional or BOCES-developed	Copiague developed Science course-specific assessment
All other SS courses	District, Regional or BOCES-developed	Copiague developed Social Studies course-specific assessment
All LOTE courses	District, Regional or BOCES-developed	Copiague developed LOTE course-specific assessment
All Business courses	District, Regional or BOCES-developed	Copiague developed Business course-specific assessment
All Tech courses	District, Regional or BOCES-developed	Copiague developed Tech course-specific assessment
All Art courses	District, Regional or BOCES-developed	Copiague developed Art course-specific assessment
All Music courses	District, Regional or BOCES-developed	Copiague developed Music course-specific assessment
All PE and Health courses	District, Regional or BOCES-developed	Copiague developed PE/Health course-specific assessment
All Family and Consumer Science courses	District, Regional or BOCES-developed	Copiague developed Family and Consumer Science course-specific assessment
Library	District, Regional or BOCES-developed	Copiague developed Library course-specific assessment
Reading	District, Regional or BOCES-developed	Copiague developed Reading course-specific assessment
Speech	District, Regional or BOCES-developed	Copiague developed Speech course-specific assessment
ESL	State Assessment	NYSESLAT
Special Education K-2	District, Regional or BOCES-developed	Copiague developed grade level specific and subject specific assessment

Special Education 3-8	State Assessment	NYS grade-specific Math/ELA assessments, NYSAA
Special Education 9-12	State Assessment	NYS course-specific Regents exams, NYSAA

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 measuring student growth on the assessments listed for this Task.

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.	Teachers will utilize a locally developed pre-assessment and a post-assessment (NYSESLAT, NYSAA, NYS ELA, Math and Regents, locally developed for all other courses, as per regulations) to measure student growth. Individual teachers will be assigned points based on the percentage of students meeting their individual growth targets (which are set and approved by the district) in accordance with the attached Conversion Scale, which corresponds to the HEDI ratings. See Scale in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet District goals for similar students.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District goals for similar students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

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.

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2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

An adjustment factor shall be included for individual teachers that provides for adding no more than two points to the state growth and locally selected subcomponents if a teacher's student population exceeds ten percent in any, or a combination of any, of the following categories and other categories approved by the Board of Regents: a. students with disabilities, b. ELL students, c. students in poverty. The rationale for this adjustment factor is that we are a high-needs school district with the majority of our student population falling into one or more of the three previously-mentioned categories. 100 percent of students taught by teachers subject to the APPR requirements are included in a teacher's score, which mitigates any potential problematic incentives.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	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)

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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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Copiague-developed grade 4 ELA assessment
5	6(ii) School wide measure computed locally	Copiague-developed grade 5 ELA assessment
6	6(ii) School wide measure computed locally	Copiague-developed grade 6 ELA assessment
7	6(ii) School wide measure computed locally	Copiague-developed grade 7 ELA a sssessment
8	6(ii) School wide measure computed locally	Copiague-developed grade 8 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Schoolwide assessment results (teacher-specific assessment results will be combined for an overall schoolwide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets (which are set and approved by the district). Within each building, HEDI scores for each teacher will be combined to arrive at a single building-wide HEDI score. The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score based on the attached Conversion Chart for State and Local. See Chart in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Copiague-developed grade 4 Math assessment
5	6(ii) School wide measure computed locally	Copiague-developed grade 5 Math assessment
6	6(ii) School wide measure computed locally	Copiague-developed grade 6 Math assessment
7	6(ii) School wide measure computed locally	Copiague-developed grade 7 Math assessment
8	6(ii) School wide measure computed locally	Copiague-developed grade 8 Math assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Schoolwide assessment results (teacher-specific assessment results will be combined for an overall schoolwide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets (which are set and approved by the district). Within each building, HEDI scores for each teacher will be combined to arrive at a single building-wide HEDI score. The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score based on the attached Conversion Chart for State and Local. See Chart in 3.3</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.</p>

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Copiague-developed Kindergarten ELA assessment
1	6(ii) School-wide measure computed locally	Copiague-developed grade 1 ELA assessment
2	6(ii) School-wide measure computed locally	Copiague-developed grade 2 ELA assessment
3	6(ii) School-wide measure computed locally	Copiague-developed grade 3 ELA assessment

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

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

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Schoolwide assessment results (teacher-specific assessment results will be combined for an overall schoolwide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets (which are set and approved by the district). Within each building, HEDI scores for each teacher will be combined to arrive at a single building-wide HEDI score. The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score based on the attached Conversion Chart for State and Local. See Chart in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Copiague-developed Kindergarten Math assessment
1	6(ii) School-wide measure computed locally	Copiague-developed grade 1 Math assessment
2	6(ii) School-wide measure computed locally	Copiague-developed grade 2 Math assessment
3	6(ii) School-wide measure computed locally	Copiague-developed grade 3 Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Schoolwide assessment results (teacher-specific assessment results will be combined for an overall schoolwide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement
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targets (which are set and approved by the district). Within each building, HEDI scores for each teacher will be combined to arrive at a single building-wide HEDI score. The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score based on the attached Conversion Chart for State and Local. See Chart in 3.13

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Copiague-developed grade 6 Science assessment
7	6(ii) School wide measure computed locally	Copiague-developed grade 7 Science assessment
8	6(ii) School wide measure computed locally	Copiague-developed grade 8 Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Schoolwide assessment results (teacher-specific assessment results will be combined for an overall schoolwide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets (which are set and approved by the district). Within each building, HEDI scores for each teacher will be combined to arrive at a single building-wide HEDI score. The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score based on the attached Conversion Chart for State and Local. See Chart in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Copiague-developed grade 6 Social Studies assessment
7	6(ii) School wide measure computed locally	Copiague-developed grade 7 Social Studies assessment
8	6(ii) School wide measure computed locally	Copiague-developed grade 8 Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Schoolwide assessment results (teacher-specific assessment results will be combined for an overall schoolwide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets (which are set and approved by the district). Within each building, HEDI scores for each teacher will be combined to arrive at a single building-wide HEDI score. The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score based on the attached Conversion Chart for State and Local. See Chart in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least

grade/subject.	some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Copiague-developed Global 1 assessment
Global 2	6(ii) School wide measure computed locally	Copiague-developed Global 2 assessment
American History	6(ii) School wide measure computed locally	Copiague-developed American History assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Schoolwide assessment results (teacher-specific assessment results will be combined for an overall schoolwide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets (which are set and approved by the district). Within each building, HEDI scores for each teacher will be combined to arrive at a single building-wide HEDI score. The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score based on the attached Conversion Chart for State and Local. See Chart in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or

grade/subject.

a connection to a sequence of learning.

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	6(ii) School wide measure computed locally	Copiague-developed Living Environment assessment
Earth Science	6(ii) School wide measure computed locally	Copiague-developed Earth Science assessment
Chemistry	6(ii) School wide measure computed locally	Copiague-developed Chemistry assessment
Physics	6(ii) School wide measure computed locally	Copiague-developed Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Schoolwide assessment results (teacher-specific assessment results will be combined for an overall schoolwide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets (which are set and approved by the district). Within each building, HEDI scores for each teacher will be combined to arrive at a single building-wide HEDI score. The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score based on the attached Conversion Chart for State and Local. See Chart in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Copiague-developed Algebra 1 assessment
Geometry	6(ii) School wide measure computed locally	Copiague-developed Geometry assessment
Algebra 2	6(ii) School wide measure computed locally	Copiague-developed Algebra 2 assessment

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.	Schoolwide assessment results (teacher-specific assessment results will be combined for an overall schoolwide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets (which are set and approved by the district). Within each building, HEDI scores for each teacher will be combined to arrive at a single building-wide HEDI score. The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score based on the attached Conversion Chart for State and Local. See Chart in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Copiague-developed grade 9 ELA assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Copiague-developed grade 10 ELA assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Copiague-developed grade 11 ELA assessment

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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.	Schoolwide assessment results (teacher-specific assessment results will be combined for an overall schoolwide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets (which are set and approved by the district). Within each building, HEDI scores for each teacher will be combined to arrive at a single building-wide HEDI score. The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score based on the attached Conversion Chart for State and Local. See Chart in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.

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

Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

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
All other math courses	6(ii) School wide measure computed locally	Copiague-developed grade level specific Math assessments
All other ELA courses	6(ii) School wide measure computed locally	Copiague-developed grade level specific ELA assessments
All other science courses	6(ii) School wide measure computed locally	Copiague-developed grade level specific Science assessments
All other SS courses	6(ii) School wide measure computed locally	Copiague-developed grade level specific SS assessments
All LOTE courses	6(ii) School wide measure computed locally	Copiague-developed grade level specific LOTE assessments
All Business courses	6(ii) School wide measure computed locally	Copiague-developed grade level specific Business assessments
All Tech courses	6(ii) School wide measure computed locally	Copiague-developed grade level specific Tech assessments
All Art courses	6(ii) School wide measure computed locally	Copiague-developed grade level specific Art assessments
All Music courses	6(ii) School wide measure computed locally	Copiague-developed grade level specific Music assessments
All PE and Health courses	6(ii) School wide measure computed locally	Copiague-developed grade level specific PE and Health assessments
All Family and Consumer Science courses	6(ii) School wide measure computed locally	Copiague-developed grade level specific Family and Consumer Science assessments
Library	6(ii) School wide measure computed locally	Copiague-developed grade level specific Library assessments
Reading	6(ii) School wide measure computed locally	Copiague-developed grade level specific Readings assessments
Speech	6(ii) School wide measure computed locally	Copiague-developed grade level specific Speech assessments
ESL	6(ii) School wide measure computed locally	Copiague-developed grade level specific ESL assessments
Special Education	6(ii) School wide measure computed locally	Copiague-developed grade level specific subject specific assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Schoolwide assessment results (teacher-specific assessment results will be combined for an overall schoolwide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets (which are set and approved by the district). Within each building, HEDI scores for each teacher will be combined to arrive at a single building-wide HEDI score. The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score based on the attached Conversion Chart for State and Local. See Chart in 3.13</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.</p>

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/12149/606605-y92vNseFa4/MARCH 13 2014 Teachers APPR Value added no value added.pdf

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, 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)

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.

All teachers have one school wide locally selected measure.

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)

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Updated Tuesday, March 18, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
Second Rubric, if applicable	(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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

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

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, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Please see attached "March 18, 2014 Teachers APPR Plan"

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/12179/606606-eka9yMJ855/MARCH 18 2014 Teachers APPR Plan.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Effective: Overall performance and results meet NYS Teaching Standards.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	4
Informal/Short	0
Enter 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 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?

- Not Applicable

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

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

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Updated Friday, March 14, 2014

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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.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, March 14, 2014

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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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/12193/606608-Df0w3Xx5v6/APPR Teacher Improvement Plan with Form.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Please see below:

Appeals may be filed for the following grounds:

- (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

Any teacher who receives an APPR rating of either Ineffective or Developing may appeal that rating if the number of points that the discrepancy represents has the potential to move the individual's total point to the range of a higher rating.

Formal Appeal Process / Timeline (not to exceed 30 school days after appeal is filed)

Within 5 school days of receiving APPR rating:

1. Appeal is filed with the Superintendent of Schools.

- Listed on the appeal form will be the names of the three(3) administrators the teacher has chosen who will constitute the Appeal Panel

Within 10 school days of submission of the Appeal:

2. Teacher presents his/her appeal to Appeal Panel.

- It is expected that the teacher will be prepared to present to the Appeal Panel evidence/artifacts to substantiate his/her basis for the appeal.
- The Superintendent or his/her designee shall be responsible for scheduling this hearing.

Within 10 school days after the teacher meets with the Appeal Panel:

3. Appeal Panel renders their advisory recommendations to:

- the Superintendent of Schools
- the Teacher
- the Supervising Administrator
- the Association President

Within 5 school days of receipt of Appeal Panel recommendation:

4. Teacher presents his/her appeal to the Superintendent of Schools.

Within 5 school days after teacher meets with Superintendent:

5. Superintendent renders decision.

- The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal.
- The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitrable, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed-upon process shall be subject to the grievance procedure. The Superintendent shall have the authority to rescind, modify, or affirm the rating. A new evaluation may be ordered.

6. Teacher may elect to submit a written response to his/her overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file.

A teacher may withdraw an appeal at any point in the process by notifying, in writing, the Superintendent of Schools.

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

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Administrators (Evaluators and Lead Evaluators) are being trained through a variety of turn-key training modules offered by Eastern and Western Suffolk BOCES, the New York State Council of School Superintendents and state-trained independent consultants. Training is ongoing and will continue as additional training opportunities become available. Initial training in the nine elements shall be comprised of a minimum of 25 hours utilizing full or partial days, as scheduling permits. Should changes in administrative staff occur, training will be arranged for new staff. All Lead Evaluators shall be trained in the nine elements listed in section 30-2.9 of the

Rules of the Board of Regents prior to the completion of end of year evaluations. The district will periodically schedule sessions that bring evaluators together to ensure inter-rater reliability.

Lead evaluators shall be certified by the Board of Education in accordance with regulations and will be re-certified periodically.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, March 14, 2014

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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.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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

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(s) 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	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment
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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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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.	
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 assigning points to a principal’s score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

An adjustment factor shall be included for individual principals that provides for adding no more than two points to the state growth and locally selected subcomponents if a principal's student population exceeds ten percent in any, or a combination of any, of the following categories and other categories approved by the Board of Regents: a. students with disabilities, b. ELL students, c. students in poverty. The rationale for this adjustment factor is that we are a high-needs school district with the majority of our student population falling into one or more of the three previously-mentioned categories. 100 percent of students are included in a principal's score, which mitigates any potential problematic incentives.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	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 Tuesday, April 30, 2013

Updated Friday, March 14, 2014

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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.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Copiage-developed grade level specific and subject-specific assessments
6-8	(d) measures used by district for teacher evaluation	Copiage-developed grade level specific and subject-specific assessments
9-12	(d) measures used by district for teacher evaluation	Copiage-developed grade level specific and subject-specific assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Schoolwide assessment results based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets (which are set and approved by the district). The percentage of students meeting these rigorous individualized targeted achievement levels will convert to a HEDI score for principals based on the attached Locally Selected Measures of Achievement Scale. See Scale in 8.1
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to drive instruction that results in continuous student achievement
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal collects and analyzes data and information pertinent to the educational environment and uses it to make related improvements to student achievement
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	The principal collects and analyzes data and information pertinent to the educational environment as it relates to student

grade/subject.

achievement

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

The principal makes decisions about whether or not to change the educational environment based on his/her own impressions and beliefs as they relate to student achievement.

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

(No response)

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

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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
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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.		
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 assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

An adjustment factor shall be included for individual principals that provides for adding no more than two points to the state growth and locally selected subcomponents if a principal's student population exceeds ten percent in any, or a combination of any, of the following categories and other categories approved by the Board of Regents: a. students with disabilities, b. ELL students, c. students in poverty. The rationale for this adjustment factor is that we are a high-needs school district with the majority of our student

population falling into one or more of the three previously-mentioned categories. 100 percent of students in a given building are included in a principal's score, which mitigates any potential problematic incentives.

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 Tuesday, April 30, 2013
Updated Monday, March 24, 2014

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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.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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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 point 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 point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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, label accordingly, 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 assigning any points to "ambitious and measurable goals":

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 updated, this list will be updated within the drop-down menu of approved survey tools.

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(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.

Performance will be monitored and supported through a combination of monthly meetings where evidence/artifacts are submitted and reviewed with evaluators and multiple school visits by the evaluators over the course of the year. Each domain is evaluated through evidence and/or artifacts that support effective principal leadership and will be scored based on the uploaded HEDI table.

Evidence/Artifacts - Principals have the opportunity to demonstrate and verify their progress through discussing their respective evidence/artifact submissions during monthly meetings with the evaluators (Superintendent and Associate Superintendent). The evaluators review these submissions holistically to determine alignment with the appropriate domain(s) and categories of the rubric with points being assigned in accordance with the attached HEDI Evidence/Observation Table.

Observations - With respect to school visits, observations of principals will occur in the following areas: Teacher observation and/or pre- and post-observation conferences; faculty meetings, day-to-day interactions with staff; students and parents; building management activities including arrival/dismissal; mandatory building safety drills (lock down, fire, sheltering, etc.), etc. Elements of each visitation will be holistically aligned with the appropriate domain(s) and categories of the rubric with points being assigned in accordance with the attached HEDI Evidence/Observation Table. Scores are actual and will not be rounded up or down to cause a principal's score to move to another HEDI rating category.

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/12205/606611-pMADJ4gk6R/60 Points -APPR Principals HEDI amended 3-24-14.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.	The principal engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to drive instruction that results in continuous student achievement
Effective: Overall performance and results meet standards.	The principal collects and analyzes data and information pertinent to the educational environment and uses it to make related improvements to student achievement
Developing: Overall performance and results need improvement in order to meet standards.	The principal collects and analyzes data and information pertinent to the educational environment as it relates to student achievement
Ineffective: Overall performance and results do not meet standards.	The principal makes decisions about whether or not to change the educational environment based on his/her own impressions and beliefs as they relate to student achievement.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, March 21, 2014

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.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

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 9.7), from 0 to 60 points

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

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

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 Tuesday, April 30, 2013

Updated Friday, March 14, 2014

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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/5276/129214-Df0w3Xx5v6/APPR Principal Improvement Plan_1.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Formal Appeal Process / Timeline (not to exceed 30 school days after appeal is filed)

Appeals may be filed for the following grounds:

- (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

Any principal who receives an APPR rating of either Ineffective or Developing may appeal that rating if the number of points that the discrepancy represents has the potential to move the individual's total points to a range of a higher rating.

Within 5 school days of receiving APPR rating

1. Appeal is filed with the Superintendent of Schools.

- Listed on the appeal form will be the names of one principal and one central office administrator the principal has chosen who will constitute the Appeal Panel

Within 10 school days of submission of the Appeal

2. Principal presents his/her appeal to Appeal Panel.

- It is expected that the principal will be prepared to present to the Appeal Panel evidence/artifacts to substantiate his/her basis for the appeal.
- The Superintendent or his/her designee shall be responsible for scheduling this hearing.

Within 10 school days after Principal meets with the Appeal Panel

3. Appeal Panel renders their advisory recommendations to:

- the Superintendent of Schools
- the Principal
- the Association President

Within 5 school days of receipt of Appeal Panel recommendation

4. Principal presents his/her appeal to the Superintendent of Schools.

Within 5 school days after Principal meets with Superintendent

5. Superintendent renders decision.

- The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal.
- The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitrable, or reviewable in any other forum; however, the failure of either party to abide by the above agreed-upon process shall be subject to the grievance procedure. The Superintendent shall have the authority to rescind, modify, or affirm the rating. A new evaluation may be ordered, which will be carried out in a timely and expeditious manner.

6. Principal may elect to submit a written response to his/her overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file.

A principal may withdraw an appeal at any point in the process by notifying, in writing, the Superintendent of Schools.

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

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Central Office administrators (Evaluators and Lead Evaluators) are being trained through a variety of turn-key training modules offered by Eastern and Western Suffolk BOCES, the New York State Council of School Superintendents and state-trained independent consultants. Training is ongoing and will continue as additional training opportunities become available. Initial training in the nine elements shall be comprised of a minimum of 25 hours utilizing full or partial days, as scheduling permits. Should changes in central office administrative staff occur, training will be arranged for new staff. All Lead Evaluators shall be trained in the nine elements listed in section 30-2.9 of the Rules of the Board of Regents prior to the completion of end of year evaluations. The district will periodically schedule sessions that bring evaluators together to ensure inter-rater reliability.

Lead evaluators shall be certified by the Board of Education in accordance with regulations and will be re-certified periodically.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Monday, March 24, 2014

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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/606614-3Uqgn5g9Iu/APPR Signatures March 24, 2014.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.

Conversion Charts for State and Local

A

VALUE ADDED SCALE

	0	0
I	1	1-2
	2	3-4
	<hr/>	
	3	5-9
	4	10-14
D	5	15-19
	6	20-24
	7	25-39
<hr/>		
	8	40
	9	41
E	10	42
	11	43
	12	44-45
	13	46-60
<hr/>		
	14	61-74
H	15	75-100

Conversion Charts for State and Local

B

NO VALUE ADDED SCALE		
	0	0
I	1	1-2
	2	3-4
	<hr/>	
	3	5-9
	4	10-13
D	5	14-17
	6	18-21
	7	22-25
	8	26-39
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	9	40
	10	41
	11	42
	12	43
E	13	44
	14	45
	15	46-50
	16	51-55
	17	56-65
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	18	66-70
H	19	71-85
	20	86-100

Conversion Charts for State and Local

A

VALUE ADDED SCALE

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	9	41
E	10	42
	11	43
	12	44-45
	13	46-60
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	14	61-74
H	15	75-100

Conversion Charts for State and Local

B

NO VALUE ADDED SCALE		
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Conversion Charts for State and Local

A

VALUE ADDED SCALE

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	14	61-74
H	15	75-100

Conversion Charts for State and Local

B

NO VALUE ADDED SCALE		
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	18	66-70
H	19	71-85
	20	86-100

I. Statement of Purpose

Copiapue's Teacher Annual Professional Performance Review Plan (APPR):

It is the intent of the Copiapue Union Free School District to foster ongoing professional growth and development, reflection, and refinement of professional practice for all of its faculty and staff in order to improve teaching, professional practice and student learning. This instrument is not meant to be punitive. The protocols, instruments, and rubrics included in this document are to be considered a framework for a cycle of continuous improvement and efficacy for all students, faculty, and staff. It assures a common language, and common expectations among all teachers and evaluators. It is intentionally linked with the district's Professional Development Plan to ensure teacher-driven professional development and support. A copy of the plan shall be provided to each teacher at the start of the school year.

The Copiapue Union Free School District ("District") and the Copiapue Teachers Association ("Association") agree that the following principles will govern the APPR process:

- It is every teacher's responsibility to continue to grow professionally.
- It is the District's responsibility to provide the resources and support for teachers to improve instruction and professional practice.
- The overarching goal of the evaluation process is that teachers and evaluators examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.
- The APPR encourages professional growth and development through a process that is based on current research on best practices and aligned with the NYS Teaching Standards.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher.

Nothing in the APPR will be construed to abrogate any provisions of the collective bargaining agreement between the District and the Association.

Rationale:

In accordance with §3012-c, the evaluation processes herein are based on the New York State Teaching Standards provided by the Commissioner of Education pursuant to the Regulation 100.2. However, the ultimate purpose of a quality Annual Professional Performance Review plan (APPR) is much more than fulfilling a State mandate. It is an essential process by which the entire learning organization can achieve its mission and vision for all students.

All educators will receive timely and constructive feedback as part of the evaluation process.

II. Plan Requirements

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

- 20 percent student growth on state assessments or a comparable measure of student growth (25 percent upon implementation of a value-added growth model). For those assessments that do not utilize the value added growth model, the student growth portion will remain at 20 percent; and
- 20 percent other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms (15 percent following implementation of a value-added model). For those assessments that do not utilize the value added growth model, the student growth portion will remain at 20 percent.
- The Danielson 2007 Rubric has been chosen.

- 60 percent based on multiple measures of effective teaching practice aligned with the state’s teaching standards. The measures are to be established locally through collective bargaining. 31 percent shall be based on classroom observations (domains 2 and 3) with one observation being unannounced using the agreed upon evaluation forms. 29 percent shall be based upon planning, preparation and professional responsibilities (domains 1 and 4) with the agreed upon artifacts.

The intent of the evaluation system is to foster a culture of continuous growth for professionals. The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination and professional development. Each decision is to be made in accordance with locally developed procedures collectively bargained.

The District will adopt an APPR plan in accordance with law and regulation. The District shall submit the plan on a form prescribed by the commissioner, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted.

A. The APPR Committee

The District will form an APPR Committee (“Committee”). This Committee will be responsible for reviewing the policies and procedures related to the APPR. The Committee shall have the discretion to establish sub-committees when necessary to represent disciplines and academic levels. Sub-committees shall report their recommendations to the Committee. Any changes to the evaluation procedures of teachers recommended by the Committee shall be submitted to both the District and the Association. Any necessary revisions based on the Committee’s recommendations or by any other means shall be accomplished through collective bargaining, where applicable.

III. Collection and reporting of teacher and student data

A. Growth Measures

The District and the Association shall collaboratively develop a verification procedure to ensure that all teacher of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner’s regulations prior to using student growth and/or achievement data in an APPR. The District shall ensure that the State Education Department (“SED”) receives accurate student data, including enrollment and attendance data and any other student, teacher, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents by providing such data in a format and timeline prescribed by the Commissioner of Education (“Commissioner”).

B. Teacher of Record Review

Each classroom teacher shall be given a list of all students for whom he/she is the teacher of record. Any classroom teacher who believes that the list is incorrect and/or inconsistent with the standards established by the Commissioner’s Regulations for making teacher of record determinations shall be entitled to seek review of this determination by the Director of Data and Assessments.

C. Verification for Locally Selected Measures.

Both the District and the Association agree that attendance is a significant factor when considering student achievement. Therefore, students shall have a value representative of the percent the student attended the course when the student scores are averaged to determine the teachers rating for the 20% local assessment; and when applicable for determining the 20% based on the SLOs, when Value Added Formula is implemented by the State.

D. Data Management

The District will ensure that SED receives timely and accurate teacher, course and student “linkage” data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

The district will adhere strictly to the requirements for reporting sub-component and composite scores to the New York State Department of Education established by regulations.

IV. Internal assessment development and assessment security

A. Assessment development

District-developed or approved, and teacher-created assessments of student achievement provide opportunities for professional development and building local capacity. The teachers, in collaboration with the administration, will develop pre-, mid-, and post tests where applicable or teachers may elect to use a district approved alternative assessment. These assessments shall be used for the local 20 percent/15 percent and the state percent where applicable.

It is understood that any standardized assessments used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers or principals. Scoring of assessments must be done by educators who do not have a vested interest in the assessments they score.

V. Training for evaluators and staff

Evaluator Training

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete a teacher's performance review. The evaluator training has replicated the recommended SED model certification process per the §3012-c regulations. The training has included the following Requirements for Lead Evaluators:

- New York State Teaching Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved Danielson 2007 rubric
- Application and use of any assessment tools used to evaluate teachers
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers
- Specific considerations in evaluating teachers of ELLs and students with disabilities.

The District will ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

The Association shall be furnished with a list of all administrators who have been trained and are certified by the Board of Education.

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric (Danielson 2007), forms and the procedures to be followed consistent with the approved APPR plan. In the implementation year, training will be provided for all teaching staff. Training for newly hired employees will be provided annually.

VI. Student growth measures

State Testing Areas

For classroom teachers of grades 4-8 ELA and math, state assessments will be used for the growth component.

Non State Testing Areas

Teachers of subjects where there is no state-provided measure of student growth on state assessments (i.e., subjects without a state assessment and subjects where a state-provided growth measure has not yet been created based on the state assessment), must use other comparable measures of growth. These teachers will have a growth measure based on a methodology prescribed by SED. The growth component will be converted into a score using the scoring methodology agreed to between the District and the Association. Conversion charts for the scoring methodology are listed in Appendices A and B.

It is anticipated that SED will score and report the state-provided growth measure (or value-added measure after it is approved by the Regents.) no later than September 1st, following the year the teacher is evaluated. Teachers will not be penalized in any way because of such data not being received from the state in a timely manner, which results in an incomplete rating.

VII. Locally developed and selected measures of student growth or achievement

A. The teachers, in collaboration with the administration, shall develop pre-, mid-, and post tests where applicable or teachers may elect to use a district approved alternative assessment. All assessments are subject to approval of the building principal and Superintendent of Schools. Disputes over the assessments shall be resolved through the administrative chain of command. The local component will be converted into a score using the scoring methodology agreed to between the District and the Association. Conversion charts for the scoring methodology are listed in Appendices A and B.

- The Superintendent shall certify that the assessments meet the requirements for rigor and comparability. Comparability is defined as using the same measures across a subject and/or grade level within the District. Rigor is defined as being aligned to the New York State Learning Standards.

The APPR Committee will periodically review the locally selected measures of student achievement to ensure their continued validity, reliability and appropriateness. Any recommendations and/or revisions based on the review, shall be accomplished through collective bargaining, where applicable.

A. Calculating Local Achievement Targets :

Elementary (Grades – K-5) Scoring Methodology –

The school-wide measures of student achievement shall be determined by the percentage of teachers in each building who have a majority of their students meet or exceed their Local Achievement Targets.

* For non-readers in that class; teachers will use a scoring methodology agreed to between the District and the Association.

The point distribution for each rating category is delineated in the HEDI Categories Conversion Chart as indicated in Appendices A and B.

Each teacher shall receive a converted score ranging from 0-20 (or 0-15) based on the overall percentage of teachers having the majority of students in their classes meeting the Local Achievement Target.

Grades 6-12

Scoring Methodology

The school-wide measures of student achievement shall be determined by the percentage of teachers in each building who have a majority of their students meet or exceed their Local Achievement Targets.

The point distribution for each rating category is delineated in the HEDI Categories Conversion Chart as indicated in Appendices A and B.

Each teacher shall receive a converted score ranging from 0-20 (or 0-15) based on the overall percentage of teachers having the majority of students meet or exceed the Local Achievement Target.

*For non-readers in that class, teachers will use a scoring methodology agreed to between the District and the Association.

All Teachers

1) An adjustment factor shall be included for individual teachers that provides for adding 2 points to the State Growth and Locally-Selected subcomponents if a teachers' student population exceeds 10% in any, or a combination of any, of the following categories and other categories approved by the Board of Regents:

- a. Students with disabilities
- b. ELL students
- c. Students in poverty

VIII. Measures of teacher effectiveness based on the NYS Teaching Standards – 60%

A. Rubric

Critical to this sub component is the selection of the rubric that will be used to collect evidence of teacher effectiveness. The District and the Association have agreed to the Charlotte Danielson 07 rubric [Appendix C].

B. Multiple Measures

Evidence of professional practice shall be obtained through multiple measures. Specifically teacher effectiveness shall be derived from, but not limited to classroom observations, planned activities, lesson plans and other artifacts of teacher practices.

- These measures will include a minimum of two observations. One observation will be unannounced. It is the prime purpose of the observation process to promote a teacher's continual growth and development.
- Up to 31 points shall be awarded as part of the observation process by in-district trained administrators (see attached sheets for procedures, explanations, and conditions for observations). [Appendices D, E, F, G, H, I]
- Up to 29 points shall be awarded using the attached list of agreed upon artifacts (see attached sheets for options, points, and explanations). [Appendices I, K]

IX. Composite Score

The completed APPR scoring sheet shall be provided to the teacher as soon as practicable. See Appendix L

APPR Appeal Process

The purpose of the internal APPR appeal process is to resolve a dispute over a teacher's APPR rating. The process shall provide for the timely and expeditious resolution of the appeal. All tenured teachers who meet the appeal process criteria identified below may use this appeal process.

A teacher who receives an APPR rating of either *Ineffective* or *Developing* may appeal that rating if the number of points that the discrepancy represents has the potential to move the individual's total points to a range of a higher rating.

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

Grounds for contract review

Alleged violations of the APPR regarding procedural matters will be subject to review under the contract grievance procedure. Procedural violations are limited to adherence to specified time lines, meeting requirements, and requirements for observations, both announced and unannounced and scoring methodology agreed to by the District and the Association. All other disputes will be subject to the Appeals process as delineated below.

Grounds for an Appeal

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

- The substance of a teacher's individual Annual Professional Performance Review; unless otherwise noted in the plan.
- The district's failure to adhere to the standards and methodologies required for the APPR;

Requirements for an Appeal

- Prior to initiating a formal appeal in accordance with the Appeal Process, it is expected that a teacher will attempt to have an informal conversation regarding a disagreement on any aspect of the APPR or the conclusion of an observation report with the observing administrator or building principal at the time of the observation.
- A teacher may not file multiple appeals regarding the same APPR rating. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated. A further appeal may only be filed based upon such previously unknown information.
- Evidence/artifacts that were not presented to the Appeal Panel shall not be considered by the Superintendent of Schools.
- A teacher shall, upon request, be entitled to an Association representative being present at any or all levels of the appeal process.

Formal Appeal Process / Timeline

Within 5 school days of receiving the final APPR rating

1. Appeal is filed with the Superintendent of Schools.
 - Listed on the appeal form will be the names of the three(3) administrators the teacher has chosen who will constitute the Appeal Panel

Within 10 school days of submission of the Appeal

2. Teacher presents his/her appeal to Appeal Panel.
 - It is expected that the teacher will be prepared to present to the Appeal Panel evidence/artifacts to substantiate his/her basis for the appeal.
 - The Superintendent or his/her designee shall be responsible for scheduling this hearing.

Within 5 school days after the teacher meets with the Appeal Panel

3. Appeal Panel renders their advisory recommendations to:
 - the Superintendent of Schools
 - the Teacher
 - the Supervising Administrator
 - the Association President

Within 10 school days of receipt of Appeal Panel recommendation

4. Teacher presents his/her appeal to the Superintendent of Schools.

Within 5 school days after teacher meets with Superintendent

5. Superintendent renders decision.
 - The Superintendent shall consider the written advisory recommendations of the Appeal Panel and shall issue a written decision within five (5) school days.
 - The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal.
 - The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitral, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed-upon process shall be subject to the grievance procedure. The Superintendent shall have the authority to rescind, modify, or affirm the rating. A new evaluation may be ordered.

6. Teacher may elect to submit a written response to his/her overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file.

A teacher may withdraw an appeal at any point in the process by notifying, in writing, the Superintendent of Schools.

APPR Teacher Improvement Plan

- Defined:** A teacher improvement plan (TIP) shall be developed by the district in consultation with the teacher who was evaluated as *Developing* or *Ineffective* in his/her most recent annual performance review. The TIP is designed to assist the teacher in improving his/her performance and is not to be construed as either a punishment or a reprimand.
- Procedure:** It is the responsibility of the Administration, in consultation with the teacher, to develop a personalized improvement plan. An Association representative may be present at the teacher's request during the process. The Association president shall be informed whenever a teacher is placed on a TIP. The TIP must be implemented no later than ten (10) school days after the date in which teachers are to report prior to the opening of classes for the school year.
- Format:** The TIP shall consist of identified areas in need of improvement, standards and timelines the teacher must meet in order to help increase their opportunity to achieve a rating of *Effective*, the manner in which improvement will be assessed, and, where appropriate, differentiated activities and resources to support a teacher's improvement in those areas. The TIP may include, but will not be limited to, any of the following resources which shall be provided by the district:
- Enrollment and attendance at workshops and/or courses that address the targeted needs of the teacher.
 - Modeling experiences in which the teacher will have the opportunity to:
 - a. Visit and observe the classrooms of teachers who have expertise in the targeted needs.
 - b. Observe demonstrations in the teacher's own classroom by teachers and/or administrators who have expertise in the targeted needs.
 - c. Participate in co-teaching assignments with teachers who have expertise in the targeted needs.
 - d. Select a colleague who agrees to work closely with the teacher to assist in his/her improvement.
 - Role-playing opportunities to practice a desired new behavior or skill in a restricted environment before applying it in a classroom.
 - Taping and reviewing the teacher's classroom performance for the purpose of self-reflection and progressing towards achieving best practices.
 - Possible reassignment to a different grade level, subject area, or transfer to another supervisor or building.
- Requirements** After the TIP is in place, the teacher, administrator, and an

/ Limitations:

Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to discuss the performance of the teacher. Based on the outcome of such discussion(s), the TIP shall be modified as necessary.

The teacher shall participate in the activities for his/her improvement provided by the District during school hours. The teacher's performance will be observed over the course of the school year a minimum of two (2) times by a trained administrator using observation approaches in the APPR plan. The teacher and supervisor shall meet on an ongoing basis to discuss the impact of the improvement activities on the teacher's professional performance. The teacher will receive an annual performance review by September 1. If the teacher receives a rating of *Effective or better*, the teacher will be removed from the TIP for the following school year. If the rating is *Developing or Ineffective*, a new improvement plan will be devised for the new school year.

However, a tenured teacher with a pattern of ineffective teaching or performance – defined by law as “two consecutive annual *Ineffective* ratings” – may be charged with incompetence and considered for termination through an expedited hearing process.

Conversion Charts for State and Local

A

VALUE ADDED SCALE

	0	0
I	1	1-2
	2	3-4
	<hr/>	
	3	5-9
	4	10-14
D	5	15-19
	6	20-24
	7	25-39
<hr/>		
	8	40
	9	41
E	10	42
	11	43
	12	44-45
	13	46-60
<hr/>		
	14	61-74
H	15	75-100

Conversion Charts for State and Local

B

NO VALUE ADDED SCALE		
	0	0
I	1	1-2
	2	3-4
	<hr/>	
	3	5-9
	4	10-13
D	5	14-17
	6	18-21
	7	22-25
	8	26-39
<hr/>		
	9	40
	10	41
	11	42
	12	43
E	13	44
	14	45
	15	46-50
	16	51-55
	17	56-65
<hr/>		
	18	66-70
H	19	71-85
	20	86-100

A Framework for Teaching

Charlotte Danielson

C

Domain 1

Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy

Knowledge of Content and the Structure of the Discipline
Knowledge of Prerequisite Relationships
Knowledge of Content-Related Pedagogy

b. Demonstrating Knowledge of Students

Knowledge of Child and Adolescent Development
Knowledge of the Learning Process
Knowledge of Students' Skills, Knowledge, and Language Proficiency
Knowledge of Students' Interests and Cultural Heritage
Knowledge of Students' Special Needs

c. Selecting Instructional Outcomes

Value, Sequence, and Alignment
Clarity
Balance
Suitability for Diverse Learners

d. Demonstrating Knowledge of Resources

Resources for Classroom Use
Resources to Extend Content Knowledge and Pedagogy
Resources for Students

e. Designing Coherent Instruction

Learning Activities
Instructional Materials and Resources
Instructional Groups
Lesson and Unit Structure

f. Designing Student Assessment

Congruence with Instructional Outcomes
Criteria and Standards
Design of Formative Assessments

Domain 4

Professional Responsibilities

a. Reflecting on Teaching

Accuracy
Use in Future Teaching

b. Maintaining Accurate Records

Student Completion of Assignments
Student Progress in Learning
Non-instructional Records

c. Communicating with Families

Information About the Instructional Program
Information About Individual Students
Engagement of Families in the Instructional Program

d. Participating in a Professional Community

Relationships with Colleagues
Involvement in a Culture of Professional Inquiry
Service to the School
Participation in School and District Projects

e. Growing and Developing Professionally

Enhancement of Content Knowledge and Pedagogical Skill
Receptivity to Feedback from Colleagues
Service to the Profession

f. Demonstrating Professionalism

Integrity And Ethical Conduct
Service To Students
Advocacy
Decision Making

Domain 2

The Classroom Environment

a. Creating an Environment of Respect and Rapport

Teacher Interaction with Students
Student Interactions with One Another

b. Establishing a Culture for Learning

Importance of the Content
Expectations for Learning and Achievement
Student Pride in Work

c. Managing Classroom Procedures

Management of Instructional Groups
Management of Transitions
Management of Materials And Supplies
Performance of Non-Instructional Duties
Supervision of Volunteers And Paraprofessionals

d. Managing Student Behavior

Expectations
Monitoring of Student Behavior
Response to Student Misbehavior

e. Organizing Physical Space

Safety and Accessibility
Arrangement of Furniture and Use of Physical Resources.

Domain 3

Instruction

a. Communicating with Students

Expectations for Learning
Directions and Procedures
Explanations of Content
Use of Oral and Written Language

b. Using Questioning and Discussion Techniques

Quality of Questions
Discussion Techniques
Student Participation

c. Engaging Students in Learning

Activities and Assignments
Grouping of Students
Instructional Materials and Resources
Structure and Pacing

d. Using Assessment in Instruction

Assessment Criteria
Monitoring of Student Learning
Feedback to Students
Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness

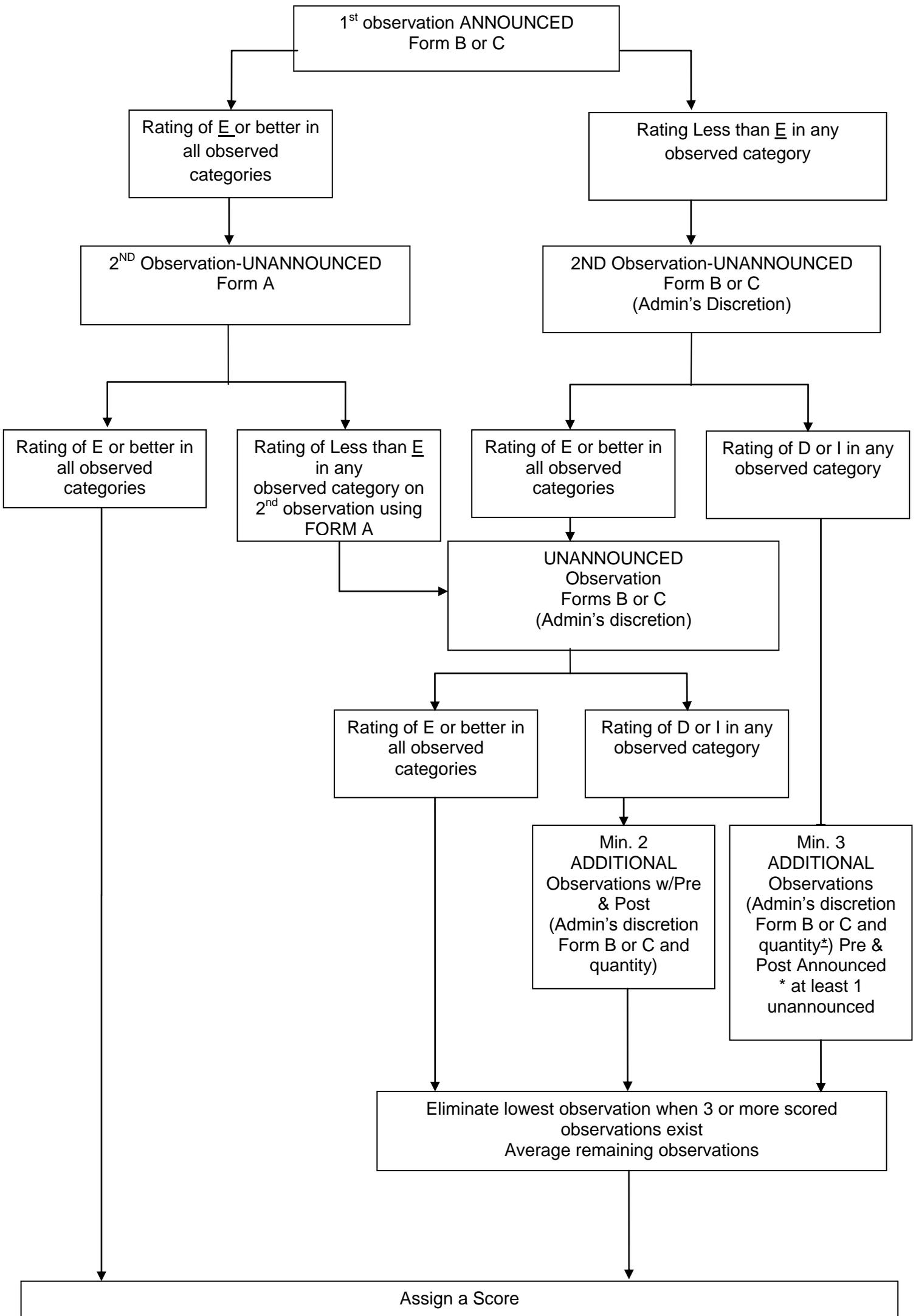
Lesson Adjustment
Response to Students
Persistence

Tenured Teachers **OBSERVATION PROCESS**

D

A Framework for Teaching – Charlotte Danielson

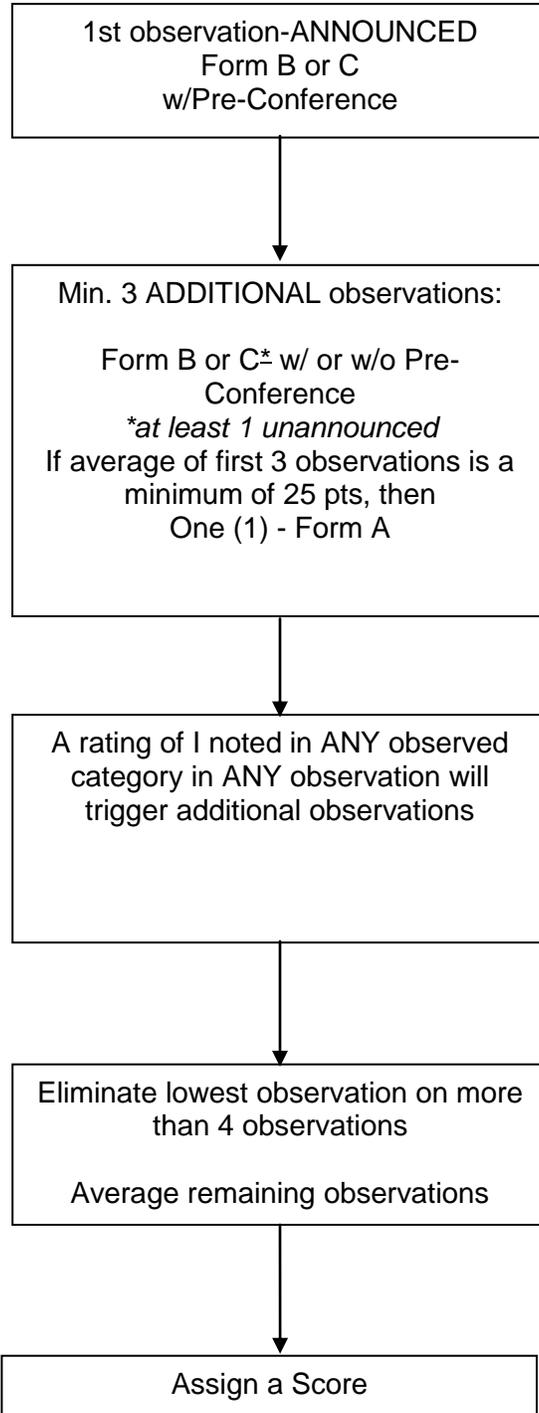
Domains 2 + 3



Probationary Teachers OBSERVATION PROCESS

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Domains 2 + 3



**COPIAGUE PUBLIC SCHOOLS
TEACHER OBSERVATION FORM A**

F

Teacher Name:
Date:
Observer / Title:

Class:
Time In:
Building

Time Out:

Please Indicate evidence of Highly Effective or Effective Teaching in Domain 2 & 3 Below

Domain 2 The Classroom Environment	Domain 3 Instruction
<p>a. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Interaction with Students <input type="checkbox"/> Student Interactions with One Another <p>b. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Importance of the Content <input type="checkbox"/> Expectations for Learning and Achievement <input type="checkbox"/> Student Pride in Work <p>c. Managing Classroom Procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Management of Instructional Groups <input type="checkbox"/> Management of Transitions <input type="checkbox"/> Management of Materials and Supplies <input type="checkbox"/> Performance of Non-Instructional Duties <input type="checkbox"/> Supervision of Volunteers and Paraprofessionals <p>d. Managing Student Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations <input type="checkbox"/> Monitoring of Student Behavior <input type="checkbox"/> Response to Student Misbehavior <p>e. Organizing Physical Space</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safety and Accessibility <input type="checkbox"/> Arrangement of Furniture and Use of Physical Resources 	<p>a. Communicating with Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for Learning <input type="checkbox"/> Directions and Procedures <input type="checkbox"/> Explanations of Content <input type="checkbox"/> Use of Oral and Written Language <p>b. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quality of Questions <input type="checkbox"/> Discussion Techniques <input type="checkbox"/> Student Participation <p>c. Engaging Students in Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities and Assignments <input type="checkbox"/> Grouping of Students <input type="checkbox"/> Instructional Materials and Resources <input type="checkbox"/> Structure and Pacing <p>d. Using Assessment in Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment Criteria <input type="checkbox"/> Monitoring of Student Learning <input type="checkbox"/> Feedback to Students <input type="checkbox"/> Student Self-Assessment and Monitoring of Progress <p>e. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson Adjustment <input type="checkbox"/> Response to Students <input type="checkbox"/> Persistence

Evidence of Effective or Higher (score 31)

Evidence of Developing

Evidence of Ineffective

Comments:

Score: _____

Supervisor Signature

Date

Teacher Signature

Date

**COPIAGUE PUBLIC SCHOOLS
TEACHER OBSERVATION Form B**

SUMMARY

Teacher Name:	Class:	
Date:	Time In:	Time Out:
Observer / Title:	Building:	

H	E	D	I
6	5	4	0-3

Managing Classroom Procedures?

Managing Student Behavior?

--	--	--	--

Communicating with Students?

--	--	--	--

Using Questioning and Discussion Techniques?

--	--	--	--

Organizing Physical Space?

--	--	--	--

Using Assessment in Instruction?

--	--	--	--

TEACHER COMMENTS

Raw Score _____

Raw Score x 31 = **Score** _____
36

Received by (*Teacher's Signature*): _____

Date: _____

COPIAGUE PUBLIC SCHOOLS
TEACHER OBSERVATION FORM C

Teacher Visited:

School:

Subject / Class:

Date of Observation:

Observed by:

Observation began at:

Tenured Non-Tenured

Observation ended at:

SUMMARY

Observation Criteria	H	E	D	I
	4	3.5	2.8	0-2
Creating an Environment of Respect and Rapport				
Establishing a Culture for Learning				
Managing Classroom Procedures				
Managing Student Behavior				
Organizing Physical Space				
Communicating with Students				
Using Questioning and Discussion Techniques				
Engaging Students in Learning				
Using Assessment in Instruction				
Demonstrating Flexibility and Responsiveness				

POST OBSERVATION CONFERENCE SUMMARY

TEACHERS COMMENTS (if any):

H: Highly Effective E: Effective D: Developing I: Ineffective

Raw Score _____

$\frac{\text{Raw Score} \times 31}{40} = \text{Score}$ _____

Observer's Signature

Conference Date

Teacher's Signature

Domains 2 and 3 – 31 points

J

1. All teachers will receive their 1st observation between **the 11th day of school in September and November 30th**. A second observation shall be completed prior to the February recess but not before 1st observation is returned to teacher.
2. An unannounced observation will not occur the day before or after an extended weekend or recess, or on Halloween, College Day or Valentine's Day.
3. Teachers will be given notice, the day, date and time, of any announced observation as soon as feasible but with no less than **48 hour notice**.
Where necessary, the administrator will inform the teachers at the K-6 level of the subject matter of the observation.
4. Multiple administrators may observe at the same time. However, they will confer and agree to a single score.
5. Following the observation, and as soon as feasible, the evaluator must meet with the teacher to discuss the lesson, unless the teacher receives an effective or higher rating in every category; those who desire to have a post conference can request one.
6. Teachers who are observed more than three (3) times shall be observed by at least two (2) administrators over the course of the year. Teachers who are observed more than five (5) times shall be observed by at least three (3) administrators over the course of the year.
7. While observing a teacher, if the evidence falls into the ineffective category in any component, 0-3 points can be awarded on Form B or 0-2 points can be awarded on Form C. The determination of points to award will be based on the preponderance of elements in each component that fall into the ineffective (unsatisfactory) column on the Danielson 2007 rubric.
8. An unobserved category will not result in a deduction of points from the observation.
9. Within 2 observations a tenured teacher who receives a rating of E or better in all observed categories shall receive 31 points.
10. The point values of observed categories will be adjusted proportionally based on the number of categories observed.
11. Form A shall be done 2x if less than E.
12. Part time staff employed more than 3 years will be treated as a tenured teacher for APPR purposes and part time staff employed less than 3 years will be treated as a probationary teacher for APPR purposes.

Domain 4 – 25 Points

THERE ARE NUMEROUS POINTS AVAILABLE FOR THIS SECTION. YOU MAY ATTAIN AS MANY AS YOU WOULD LIKE, BUT ONLY TWENTY-FIVE (25) MAY BE USED FOR YOUR SCORE.

1. As per the current Mentoring Program/PDP plan and contract.
2. As per the current Mentoring Program/PDP plan.
3. As per the current APPR.
4. As per the current PDP Plan
5. As per the current PDP Plan
6. As per the current PDP Plan
7. As per the current PDP Plan. May count up to two (2) for a maximum of ten (10) points (5 points each). Regular approval procedures for out-of-district conferences should be followed.
8. As per the current APPR Plan.
9. May count up to two (2) for a maximum of ten (10) points (5 points each).
10. As per the PDP Plan, and the contract. Coursework must be related to teaching responsibilities. Approval not required if not being submitted for salary purposes.
11. As per the current PDP Plan. May count points for serving on up to two (2) district or building committees for a maximum of ten (10) points (5 points each).
12. Follow current approval process.
13. Follow current approval process.
14. As per the current PDP Plan. Follow the current approval process.
15. Any member may attend sessions. You will receive two (2) points for each class attended up to a maximum of twenty (20) points.
16. Any member may attend any district-offered professional development and receive credit.

Professional Development offered by anyone outside the district requires pre-approval from your immediate supervisor.

Any Elementary Teacher who attends Professional Development during their normal work day will receive two (2) points for each period/session attended rounded to the hour.

Any Secondary Teacher who attends Professional Development during their normal work day outside of the one period per week the district can use during the Professional/Common Planning Period will receive two (2) points for each period/session attended rounded to the hour.

17. Each building principal and/or the district will produce and distribute a list of events for which staff volunteers are needed for supervision. Teachers who volunteer to supervise an event outside of their four (4) required night events will receive five (5) points for each event. A total of ten (10) points can be accumulated for this category.

Any other volunteer activities for APPR points must be pre-approved by your immediate supervisor.

18. Teachers who volunteer and participate in a district-sanctioned student mentoring program for the school year shall receive twenty (20) points. As a guideline, it is expected that the teacher will schedule one period per week to meet with the student. A log documenting student contact is to be maintained and submitted at the end of the year.
19. If you agree to provide a presentation for the building / district you will receive five (5) APPR points. A total of ten (10) points can be accumulated for this category.
20. If you maintain an accurate grade book you will receive five (5) points; if you maintain an eSchool Electronic Grade Book (or for elementary teachers, electronic benchmark data) you will receive ten (10) points.
21. Submitting in your progress reports and grades on time will earn you five (5) points.
22. See rubric, Domain 4 – Component 4f

Domain 1 – 4 Points

THERE ARE SIX (6) POINTS AVAILABLE FOR THIS DOMAIN, BUT ONLY FOUR (4) POINTS CAN BE USED FOR YOUR SCORE.

23. Teachers will receive the full 4 points unless lesson plans are late or rejected on more than 6 submissions. If your supervisor rejects your plans they will notify you and explain how the plans can be modified to be accepted. During this process plans will not be considered late. It is also understood that if you are not present at the time your lesson plans are due, the plans will be due upon your return to work.
24. You may also earn two (2) points by showing evidence of Differentiated Instruction in your planning.

Teacher's Name: _____



Rating:

H	E	D	I
---	---	---	---

TEACHER APPR Scoring Sheet

Total 100 Possible Points

Overall Teacher Rating (Circle)	Highly Effective 91-100 pts	Effective 75-90 pts	Developing 65-74 pts	Ineffective 0-64 pts
--	--	--------------------------------	---------------------------------	---------------------------------

60 Point Section

Domain	Score
1 Planning and Preparation	4 _____
4 Professional Responsibilities	25 _____
2 / 3 Classroom Environment and Instruction	<u>31</u> * _____
	60 Part A Sub-total _____

- * Within 2 observations, a tenured teacher who receives a rating of **E** or **H** in all observed categories shall receive **31** points
- All other teachers shall be scored based upon the average score of all observations after eliminating the lowest scored observation

40 Point Section

Measure	No Value Added	Value Added	Score
Growth on State Assessments Or Comparable Measures	20	25	_____
Local Selected Measures of Student Achievement	<u> </u>	<u> </u>	_____
	40	40	_____

Part B Sub-total _____

Total Score _____

(Out of 100 Possible Points)

Lead Evaluator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Teacher's Name: _____

(Please print 2-sided)

Supervisors comments (optional):

Teacher may attach comments (optional):

APPR Teacher Improvement Plan

- Defined:** A teacher improvement plan (TIP) shall be developed by the district in consultation with the teacher who was evaluated as *Developing* or *Ineffective* in his/her most recent annual performance review. The TIP is designed to assist the teacher in improving his/her performance and is not to be construed as either a punishment or a reprimand.
- Procedure:** It is the responsibility of the Administration, in consultation with the teacher, to develop a personalized improvement plan. An Association representative may be present at the teacher's request during the process. The Association president shall be informed whenever a teacher is placed on a TIP. The TIP must be implemented no later than ten (10) school days after the date in which teachers are to report prior to the opening of classes for the school year.
- Format:** The TIP shall consist of identified areas in need of improvement, standards and timelines the teacher must meet in order to help increase their opportunity to achieve a rating of *Effective*, the manner in which improvement will be assessed, and, where appropriate, differentiated activities and resources to support a teacher's improvement in those areas. The TIP may include, but will not be limited to, any of the following resources which shall be provided by the district:
- Enrollment and attendance at workshops and/or courses that address the targeted needs of the teacher.
 - Modeling experiences in which the teacher will have the opportunity to:
 - a. Visit and observe the classrooms of teachers who have expertise in the targeted needs.
 - b. Observe demonstrations in the teacher's own classroom by teachers and/or administrators who have expertise in the targeted needs.
 - c. Participate in co-teaching assignments with teachers who have expertise in the targeted needs.
 - d. Select a colleague who agrees to work closely with the teacher to assist in his/her improvement.
 - Role-playing opportunities to practice a desired new behavior or skill in a restricted environment before applying it in a classroom.
 - Taping and reviewing the teacher's classroom performance for the purpose of self-reflection and progressing towards achieving best practices.
 - Possible reassignment to a different grade level, subject area, or transfer to another supervisor or building.
- Requirements** After the TIP is in place, the teacher, administrator, and an

/ Limitations:

Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to discuss the performance of the teacher. Based on the outcome of such discussion(s), the TIP shall be modified as necessary.

The teacher shall participate in the activities for his/her improvement provided by the District during school hours. The teacher's performance will be observed over the course of the school year a minimum of two (2) times by a trained administrator using observation approaches in the APPR plan. The teacher and supervisor shall meet on an ongoing basis to discuss the impact of the improvement activities on the teacher's professional performance. The teacher will receive an annual performance review by September 1. If the teacher receives a rating of *Effective or better*, the teacher will be removed from the TIP for the following school year. If the rating is *Developing or Ineffective*, a new improvement plan will be devised for the new school year.

However, a tenured teacher with a pattern of ineffective teaching or performance – defined by law as “two consecutive annual *Ineffective* ratings” – may be charged with incompetence and considered for termination through an expedited hearing process.

TEACHER IMPROVEMENT PLAN (TIP)

Teacher Name: _____ School Year: _____
Assignment: _____ School: _____

1. Area(s) in need of improvement:

2. Standards and timelines this teacher must meet in order to help increase their opportunity to achieve a rating of *EFFECTIVE*:

3. How progress toward improvement will be assessed:

4. Differentiated activities and resources to support this teacher's improvement:

Teacher's Signature _____ Date: _____

Principal's Signature _____ Date: _____

Conversion Charts for State and Local

A

VALUE ADDED SCALE

	0	0
I	1	1-2
	2	3-4
	<hr/>	
	3	5-9
	4	10-14
D	5	15-19
	6	20-24
	7	25-39
<hr/>		
	8	40
	9	41
E	10	42
	11	43
	12	44-45
	13	46-60
<hr/>		
H	14	61-74
	15	75-100

Conversion Charts for State and Local

B

NO VALUE ADDED SCALE		
	0	0
I	1	1-2
	2	3-4
	<hr/>	
	3	5-9
	4	10-13
D	5	14-17
	6	18-21
	7	22-25
	8	26-39
	<hr/>	
	9	40
	10	41
	11	42
	12	43
E	13	44
	14	45
	15	46-50
	16	51-55
	17	56-65
<hr/>		
	18	66-70
H	19	71-85
	20	86-100

60 Points

Points will be attained by the broad assessment of principal's leadership utilizing a combination of multiple measures including formal observations and the submission of artifacts which demonstrate principal leadership and management as related to ISLLC and MPPR standards.

HEDI Evidence/Observation Table:

Each domain is evaluated each year through evidence and/or artifacts that support effective principal leadership and will be scored based on the following HEDI table:

HEDI Table			
Highly Effective	Effective	Developing	Ineffective
4 points	3.7 points	2.5 points	0 points

Based on a preponderance of the evidence collected throughout the school year, each domain will be rated according to the above negotiated HEDI table. At the end of the school year, all domain ratings will be averaged together to determine an overall rubric score. This score will be converted to a 0-60 HEDI score using the below conversion chart.

CONVERSION CHART

Overall Rubric Score	0-60 point distribution
0 - 1.0	0
1.1 - 1.2	15
1.3 - 1.4	30
1.5 - 1.6	40
1.7 - 1.8	49
1.9	50
2.0	51
2.1	52
2.2	53
2.3 - 2.4	54
2.5 - 2.6	55
2.7 - 2.8	56
2.9 - 3.2	57
3.3 - 3.4	58
3.5 - 3.6	59
3.7 - 4.0	60

COPIAGUE SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN (PIP)

Principal Name: _____ School Year: _____

Assignment: _____ School: _____

1. Area(s) in need of improvement:

2. Standards and timelines this principal must meet in order to help increase their opportunity to achieve a rating of *EFFECTIVE*:

3. How progress toward improvement will be assessed:

4. Differentiated activities and resources to support this principal's improvement:

Principal's Signature _____ Date: _____

Administrator's Signature _____ Date: _____

APPR Principal Improvement Plan

Defined: The **Principal Improvement Plan (PIP)**, hereinafter referred to as the “PIP,” is a structured plan designed to identify specific concerns with performance and outlines a plan of action to address these concerns. The purpose of a PIP is to assist principals in improving performance to the level of effective or higher. The PIP is designed to assist the principal and is not to be construed as either a punishment or a reprimand.

Procedure: A PIP must be initiated whenever a principal receives a rating of *Developing or Ineffective* in a year-end evaluation. Both the principal and the superintendent shall meet for an evaluation conference by no later than September 1 of the school year following the *Developing or Ineffective* evaluation. A PIP shall be drafted by the superintendent and/or his/her designee and presented to the principal. The principal, along with the president of the Copiague Association of Principals or his/her designee, will be provided an opportunity to discuss the PIP and provide advisory input prior to it being finalized. The finalized, fully executed PIP shall be consistent with the requirements and conditions set forth herein and implemented no later than the tenth day of the school year.

Format: The PIP shall consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the PIP.
- II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and the principal throughout the PIP. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, artifacts/evidence, etc.
- IV. **RESOURCES/ACTIVITIES**: Identify specific resources available to assist the principal to improve performance. Possible examples could include: colleagues; courses; workshops; peer visits; mentoring, materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.

- VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the PIP and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

Requirements/

Limitations: The principal shall participate in the activities for his/her improvement provided by the district during work hours. During the monthly meetings and over the course of the school year, the Superintendent will monitor growth and provide feedback in accordance with evidence and artifacts that are provided by the principal or/or gathered independently by the Superintendent. If necessary, the PIP may be adjusted as conditions dictate. The Superintendent will provide the Principal with a mid-year evaluation, no later than January 31 that will include, but will not be limited to, clear written direction and guidance in regards to areas of concern. Beyond the mid-year evaluation, as needed, written feedback will be provided to the Principal, no later than two (2) days after the monthly meeting, detailing what was discussed and the guidance and suggestions offered, if any. The PIP will terminate upon the receipt of a rating of *Effective* or better on the end of year evaluation.

If the principal is rated as *Developing* or *Ineffective* for any school year in which a Principal Improvement Plan was in effect, a new PIP will be developed by the principal and the Superintendent in collaboration with the Association according to these guidelines for the subsequent school year.

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.

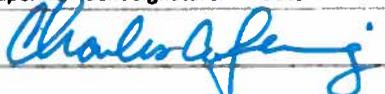
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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)

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- 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, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

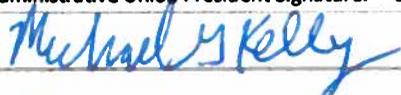
Superintendent Signature: Date: 3/24/14



Teachers Union President Signature: Date: 3/24/14



Administrative Union President Signature: Date: 3/24/14



Board of Education President Signature: Date: 3/24/14

