



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

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

September 17, 2012

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

Dear Superintendent Leunig:

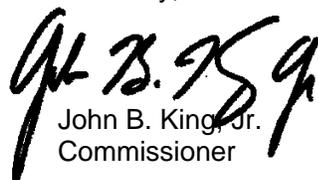
Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

c: Thomas Rogers

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, August 16, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

(No response)

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

2012-2014

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

Created Friday, June 01, 2012

Updated Thursday, August 16, 2012

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

|   | ELA   | Assessment                                     |
|---|---|--|
| K | 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 student performance.

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers will utilize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed, as per regulations) to measure student growth. Teachers will be assigned points based on the percentage of students meeting the targeted growth rate 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 student performance.

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers will utilize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed, as per regulations) to measure student growth. Teachers will be assigned points based on the percentage of students meeting the targeted growth rate 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 student performance.

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers will utilize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed, as per regulations) to measure student growth. Teachers will be assigned points based on the percentage of students meeting the targeted growth rate 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 |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers will utilize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed, as per regulations) to measure student growth. Teachers will be assigned points based on the percentage of students meeting the targeted growth rate 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 student performance.

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers will utilize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed, as per regulations) to measure student growth. Teachers will be assigned points based on the percentage of students meeting the targeted growth rate 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 student performance.

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers will utilize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed, as per regulations) to measure student growth. Teachers will be assigned points based on the percentage of students meeting the targeted growth rate 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.

## 2.8) High School Math Regents Courses

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

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

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers will utilize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed, as per regulations) to measure student growth. Teachers will be assigned points based on the percentage of students meeting the targeted growth rate 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                               | Regents Assessment                           |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers will utilize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed, as per regulations) to measure student growth. Teachers will be assigned points based on the percentage of students meeting the targeted growth rate 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 | District developed grade level specific and subject-specific using Common Core |
| All other ELA courses     | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| All other science courses | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| All other SS courses      | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| All LOTE courses          | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| All Business courses      | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| All Tech courses          | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |

|   |                                       |  |
|---|---------------------------------------|--|
| All Art courses                         | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| All Music courses                       | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| All PE and Health courses               | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| All Family and Consumer Science courses | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| Library                                 | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| Reading                                 | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| Speech                                  | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
| ESL                                     | District, Regional or BOCES-developed | District developed grade level specific and subject-specific using Common Core |
|   |                                       |  |
|   |                                       |  |
|   |                                       |  |
|   |                                       |  |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Teachers will utilize a locally developed pre-assessment and a post-assessment (either state-mandated or locally developed, as per regulations) to measure student growth. Teachers will be assigned points based on the percentage of students meeting the targeted growth rate 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.

*assets/survey-uploads/5364/137562-TXEttx9bQW/Conversion Scale - NO VALUE ADDED and VALUE ADDED.pdf*

## 2.12) Locally Developed Controls

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

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

*No adjustments, controls or special considerations were used in setting targets for state or comparable measures.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

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

Checked

### 3. Local Measures (Teachers)

Created Friday, June 01, 2012

Updated Thursday, August 16, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade

math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 4 | 6(ii) School wide measure computed locally              | District developed grade 4 ELA assessment using Common Core |
| 5 | 6(ii) School wide measure computed locally              | District developed grade 5 ELA assessment using Common Core |
| 6 | 6(ii) School wide measure computed locally              | District developed grade 6 ELA assessment using Common Core |
| 7 | 6(ii) School wide measure computed locally              | District developed grade 7 ELA assessment using Common Core |
| 8 | 6(ii) School wide measure computed locally              | District developed grade 8 ELA assessment using Common Core |

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 (grade level 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. The percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students will be assigned points based on the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See Scale 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

|   | Locally-Selected Measure from List of Approved Measures | Assessment   |
|---|---|--|
| 4 | 6(ii) School wide measure computed locally              | District developed grade 4 ELA assessment using Common Core  |
| 5 | 6(ii) School wide measure computed locally              | District developed grade 5 ELA assessment using Common Core  |
| 6 | 6(ii) School wide measure computed locally              | District developed grade 6 Math assessment using Common Core |
| 7 | 6(ii) School wide measure computed locally              | District developed grade 7 Math assessment using Common Core |
| 8 | 6(ii) School wide measure computed locally              | District developed grade 8 Math assessment using Common Core |

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

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

|  |  |
|--|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this | Schoolwide assessment results (grade level specific assessment results will be combined for an overall schoolwide score) based |
|--|--|

|   |   |
|---|---|
| subcomponent. If needed, you may upload a table or graphic at 3.3, below.   | on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets. The percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students will be assigned points based on the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See Scale 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.   |

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/137563-rhJdBgDruP/Locally Selected Measures of Achievement - VALUE ADDED\\_1.pdf](assets/survey-uploads/5139/137563-rhJdBgDruP/Locally Selected Measures of Achievement - VALUE ADDED_1.pdf)

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

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

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 (grade level 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. The percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students will be assigned points based on the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See Scale in 3.3

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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 (grade level 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. The percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students will be assigned points based on the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See Scale in 3.3

|   |  |
|---|--|
| 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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 (grade level 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. The percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students will be assigned points based on the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See Scale in 3.3 |
| 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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 (grade level 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. The percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students will be assigned points based on the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See Scale in 3.3 |
| 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.  |

### 3.8) High School Social Studies

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

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

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

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 (grade level 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. The percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students will be assigned points based on the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See Scale in 3.3 |
| 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.  |

### 3.9) High School Science

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

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

| Locally-Selected Measure from List of Approved Measures | Assessment |
|---|------------|
|---|------------|

|                    |  |  |
|--------------------|--|--|
| Living Environment | 6(ii) School wide measure computed locally | District developed Living Environment assessment using Common Core |
| Earth Science      | 6(ii) School wide measure computed locally | District developed Earth Science assessment using Common Core      |
| Chemistry          | 6(ii) School wide measure computed locally | District developed Chemistry assessment using Common Core          |
| Physics            | 6(ii) School wide measure computed locally | District developed Physics assessment using Common Core            |

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 (grade level 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. The percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students will be assigned points based on the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See Scale in 3.3 |
| 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

|           | Locally-Selected Measure from List of Approved Measures | Assessment  |
|-----------|---|---|
| Algebra 1 | 6(ii) School wide measure computed locally              | District developed Algebra 1 assessment using Common Core |

|           |  |   |
|-----------|--|---|
| Geometry  | 6(ii) School wide measure computed locally | District developed Geometry assessment using Common Core  |
| Algebra 2 | 6(ii) School wide measure computed locally | District developed Algebra 2 assessment using Common Core |

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Schoolwide assessment results (grade level 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. The percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students will be assigned points based on the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See Scale in 3.3 |
| 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Schoolwide assessment results (grade level 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. The percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students will be assigned points based on the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See Scale in 3.3 |
| 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              | District developed grade level specific and subject-specific assessments using Common Core |
| All other ELA courses     | 6(ii) School wide measure computed locally              | District developed grade level specific and subject-specific assessments using Common Core |
| All other science courses | 6(ii) School wide measure computed locally              | District developed grade level specific and subject-specific assessments using Common Core |
| All other SS courses      | 6(ii) School wide measure computed locally              | District developed grade level specific and subject-specific assessments using Common Core |
| All LOTE courses          | 6(ii) School wide measure computed locally              | District developed grade level specific and subject-specific assessments using Common Core |
| All Business courses      | 6(ii) School wide measure computed locally              | District developed grade level specific and subject-specific assessments using Common Core |
| All Tech courses          | 6(ii) School wide measure computed locally              | District developed grade level specific and subject-specific assessments using Common Core |
| All Art courses           | 6(ii) School wide measure computed locally              | District developed grade level specific and subject-specific assessments using Common Core |

|   |  |  |
|---|--|--|
| All Music courses                       | 6(ii) School wide measure computed locally | District developed grade level specific and subject-specific assessments using Common Core |
| All PE and Health courses               | 6(ii) School wide measure computed locally | District developed grade level specific and subject-specific assessments using Common Core |
| All Family and Consumer Science courses | 6(ii) School wide measure computed locally | District developed grade level specific and subject-specific assessments using Common Core |
| Library                                 | 6(ii) School wide measure computed locally | District developed grade level specific and subject-specific assessments using Common Core |
| Reading                                 | 6(ii) School wide measure computed locally | District developed grade level specific and subject-specific assessments using Common Core |
| Speech                                  | 6(ii) School wide measure computed locally | District developed grade level specific and subject-specific assessments using Common Core |
| ESL                                     | 6(ii) School wide measure computed locally | District developed grade level specific and subject-specific assessments using Common Core |
|   |  |  |
|   |  |  |
|   |  |  |

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Schoolwide assessment results (grade level 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. The percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students will be assigned points based on the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See Scale in 3.3 |
| 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.  |

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

(No response)

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/137563-y92vNseFa4/Locally Selected Measures of Achievement - NO VALUE ADDED\_1.pdf*

### 3.14) Locally Developed Controls

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

*No adjustments, controls or special considerations were used in setting targets for local measures.*

### 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 schoolwide 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)

Created Tuesday, May 15, 2012

Updated Friday, August 17, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

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

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

*(No response)*

### 4.3) Survey Tools (if applicable)

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

*(No response)*

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Please see attached "APPR 60 points packet"*

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

*assets/survey-uploads/5091/129880-eka9yMJ855/APPR-60POINTS.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

|   |   |
|---|---|
| 4.6) Observations of Probationary Teachers   Formal/Long    | 4 |
| 4.6) Observations of Probationary Teachers   Informal/Short | 0 |
| 4.6) Observations of Probationary Teachers   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

|  |   |
|--|---|
| 4.7) Observations of Tenured Teachers   Formal/Long    | 2 |
| 4.7) Observations of Tenured Teachers   Informal/Short | 0 |
| 4.7) Observations of Tenured Teachers   Total          | 2 |

By trained in-school peer teachers or other trained reviewers

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

Independent evaluators

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

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

- 
- In Person
- 

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

- 
- Not Applicable
-

# 5. Composite Scoring (Teachers)

Created Friday, June 01, 2012

Updated Wednesday, June 20, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

## 6. Additional Requirements - Teachers

Created Friday, June 01, 2012

Updated Friday, August 17, 2012

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### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

|   |         |
|---|---------|
| 6.1) Assurances -- Improvement Plans<br>  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<br>  Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas | Checked |

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/137566-Df0w3Xx5v6/APPR-Teacher Improvement Plan\\_1.pdf](assets/survey-uploads/5265/137566-Df0w3Xx5v6/APPR-Teacher Improvement Plan_1.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:*

*Formal Appeal Process / Timeline*

*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 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.*

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

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

*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. Should changes in administrative staff occur, training will be arranged for new staff. It is anticipated that 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 as guidance becomes clearer from the state.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, May 10, 2012

Updated Friday, August 17, 2012

## Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future,

any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, May 10, 2012

Updated Friday, August 17, 2012

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## Page 1

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

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

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

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

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

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

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

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment   |
|---------------------|---|--|
| K-5                 | (d) measures used by district for teacher evaluation    | District developed grade level specific and subject-specific using Common Core |
| 6-8                 | (d) measures used by district for teacher evaluation    | District developed grade level specific and subject-specific using Common Core |
| 9-12                | (d) measures used by district for teacher evaluation    | District developed grade level specific and subject-specific using Common Core |
|                     |   |  |
|                     |   |  |
|                     |   |  |
|                     |   |  |

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 (grade level assessments will be combined into one overall school-wide score) based on rigorous pre-test and post- test scores will be analyzed to determine the rate of students meeting their local achievement targets. Principals will be assigned points based on the percentage of teachers meeting these rigorous targeted achievement levels for all (100%) of their students. Points assigned will be in accordance with the attached Locally Selected Measures of Achievement Scale, which corresponds to the HEDI ratings. See attached Conversion Scale. |
| 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                                   | The principal collects and analyzes data and information pertinent to the educational environment and uses it to make  |

| grade/subject.   | related improvements to student achievement  |
|--|--|
| Developing (3 - 7 points) Results are below 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 as it relates to student 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.

*assets/survey-uploads/5366/128179-qBFVOWF7fC/Conversion Scale - NO VALUE ADDED and VALUE ADDED.pdf*

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative*

examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

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

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

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

|   |                |
|---|----------------|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.           | (No response)  |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Not Applicable |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | Not Applicable |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.              | Not Applicable |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.        | Not Applicable |

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

(No response)

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

*(No response)*

### 8.3) Locally Developed Controls

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

*No adjustments, controls or special considerations were used in setting targets for local measures.*

### 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 Thursday, May 10, 2012

Updated Tuesday, September 11, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

|   |    |
|---|----|
| Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points] | 60 |
|---|----|

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

*60 points - Multiple school visits by evaluators (minimum one unannounced by a supervisor) will occur over the course of the school year. During these school visits, it is anticipated that observations 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 including arrival/dismissal; mandatory building safety drills (lock down, fire, sheltering, etc.), etc. Elements of each visitation will be aligned with the appropriate categories of the rubric with points being assigned accordingly (see attached HEDI Observation Table).*

*Performance will be monitored and supported through a series of monthly meetings over the course of the school year. These meetings will nominally include the building principal and Superintendent of Schools. The Assistant Superintendent for Curriculum and Instruction will participate in these monthly meetings on an as-needed basis. During the monthly meetings, principals will present artifacts/evidence to demonstrate and verify progress. If artifacts/evidence are deemed acceptable upon review at monthly meetings, points will be assigned to specific domains (see attached HEDI Evidence/Artifact Table).*

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

[assets/survey-uploads/5143/128173-pMADJ4gk6R/Principals APPR 60 points.pdf](#)

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

|  |   |
|--|---|
| Highly Effective: Overall performance and results exceed standards.                      | 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 | 58-60 |
| Effective        | 54-57 |
| Developing       | 38-53 |
| Ineffective      | 0-37  |

## 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 Monday, May 14, 2012

Updated Thursday, June 21, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

|                  |       |
|------------------|-------|
| Highly Effective | 58-60 |
| Effective        | 54-57 |
| Developing       | 40-53 |
| Ineffective      | 0-39  |

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Monday, May 14, 2012

Updated Friday, August 17, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/129214-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*

*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 5 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 10 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 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, 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.*

*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 and Certification of Lead Evaluators and Evaluators

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

*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 currently underway and will continue as additional training opportunities become available. Should changes in central office administrative staff occur, training will be arranged for new staff. It is anticipated that 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 as guidance becomes clearer from the state.*

## 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 | Checked |

|   |         |
|---|---------|
| school day of the school year for which the principal is being measured.  |         |
| 11.6) Assurances -- Principals   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.                                   | Checked |
| 11.6) Assurances -- Principals   Assure that the evaluation system will be used as a significant factor for employment decisions.   | Checked |
| 11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.  | Checked |
| 11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal. | Checked |

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

# 12. Joint Certification of APPR Plan

Created Friday, June 01, 2012

Updated Tuesday, September 11, 2012

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## Page 1

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

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

<assets/survey-uploads/5581/137567-3Uqgn5g9Iu/APPR Signatures 9-10-12.pdf>

### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

## 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/Artifact 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:

|                         |                  |                   |                    |
|-------------------------|------------------|-------------------|--------------------|
| <b>Highly Effective</b> | <b>Effective</b> | <b>Developing</b> | <b>Ineffective</b> |
| 4 points                | 3 points         | 2 points          | 0 points           |

### HEDI Observation Table

School visits will be evaluated and scored based upon the following table, which will then be totaled and assigned a HEDI rating in accordance with the HEDI scale below:

| Domain | H | E   | D  | I            | Subtotal |
|--------|---|-----|----|--------------|----------|
| 1      | 1 | .75 | .5 | 0            |          |
| 2      | 2 | 1.5 | 1  | 0            |          |
| 3      | 2 | 1.5 | 1  | 0            |          |
| 4      | 1 | .75 | .5 | 0            |          |
| 5      | 1 | .75 | .5 | 0            |          |
| 6      | 1 | .75 | .5 | 0            |          |
|        |   |     |    | <b>Total</b> |          |

#### HEDI Observation Scale

- H 7-8
- E 5-6.75
- D 2.00-4.75
- I 0-1.75

To achieve an overall point total (out of 60) and the HEDI rating associated with that point total, points accumulated through evidence/artifacts and two observations will be combined. The following illustration shows how points from each area would be combined for a total in accordance with the Overall HEDI Rating Scale below:

|                                 |   |                       |                             |
|---------------------------------|---|-----------------------|-----------------------------|
| 15 pieces of evidence/artifacts | X | 3 points (E)          | = 45 points                 |
| 2 observations                  | X | <u>5.5 points (E)</u> | <u>= 11 points</u>          |
|                                 |   | <b>Total</b>          | <b>56 points (E rating)</b> |

#### Overall – HEDI Ratings for 60 pts.

- HE 58-60
- E 54-57
- D 38-53
- I 0-37

# Conversion Scale

## NO VALUE ADDED SCALE

|          |       |        |
|----------|-------|--------|
|          | 0     | 0      |
| <b>I</b> | 1     | 1-2    |
|          | 2     | 3-4    |
|          | <hr/> |        |
|          | 3     | 5-9    |
|          | 4     | 10-13  |
| <b>D</b> | 5     | 14-17  |
|          | 6     | 18-21  |
|          | 7     | 22-25  |
|          | 8     | 26-29  |
|          | <hr/> |        |
|          | 9     | 30-34  |
|          | 10    | 35-39  |
|          | 11    | 40-44  |
|          | 12    | 45-49  |
| <b>E</b> | 13    | 50-54  |
|          | 14    | 55-59  |
|          | 15    | 60-64  |
|          | 16    | 65-69  |
|          | 17    | 70-74  |
| <hr/>    |       |        |
|          | 18    | 75-83  |
| <b>H</b> | 19    | 84-91  |
|          | 20    | 92-100 |

# Conversion Scale

## VALUE ADDED SCALE

|          |       |        |
|----------|-------|--------|
|          | 0     | 0      |
| <b>I</b> | 1     | 1-2    |
|          | 2     | 3-4    |
|          | <hr/> |        |
|          | 3     | 5-9    |
|          | 4     | 10-14  |
| <b>D</b> | 5     | 15-19  |
|          | 6     | 20-24  |
|          | 7     | 25-29  |
|          | <hr/> |        |
|          | 8     | 30-39  |
|          | 9     | 40-46  |
| <b>E</b> | 10    | 47-53  |
|          | 11    | 54-60  |
|          | 12    | 61-67  |
|          | 13    | 68-74  |
|          | <hr/> |        |
| <b>H</b> | 14    | 75-87  |
|          | 15    | 88-100 |

# A Framework for Teaching

Charlotte Danielson

## 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

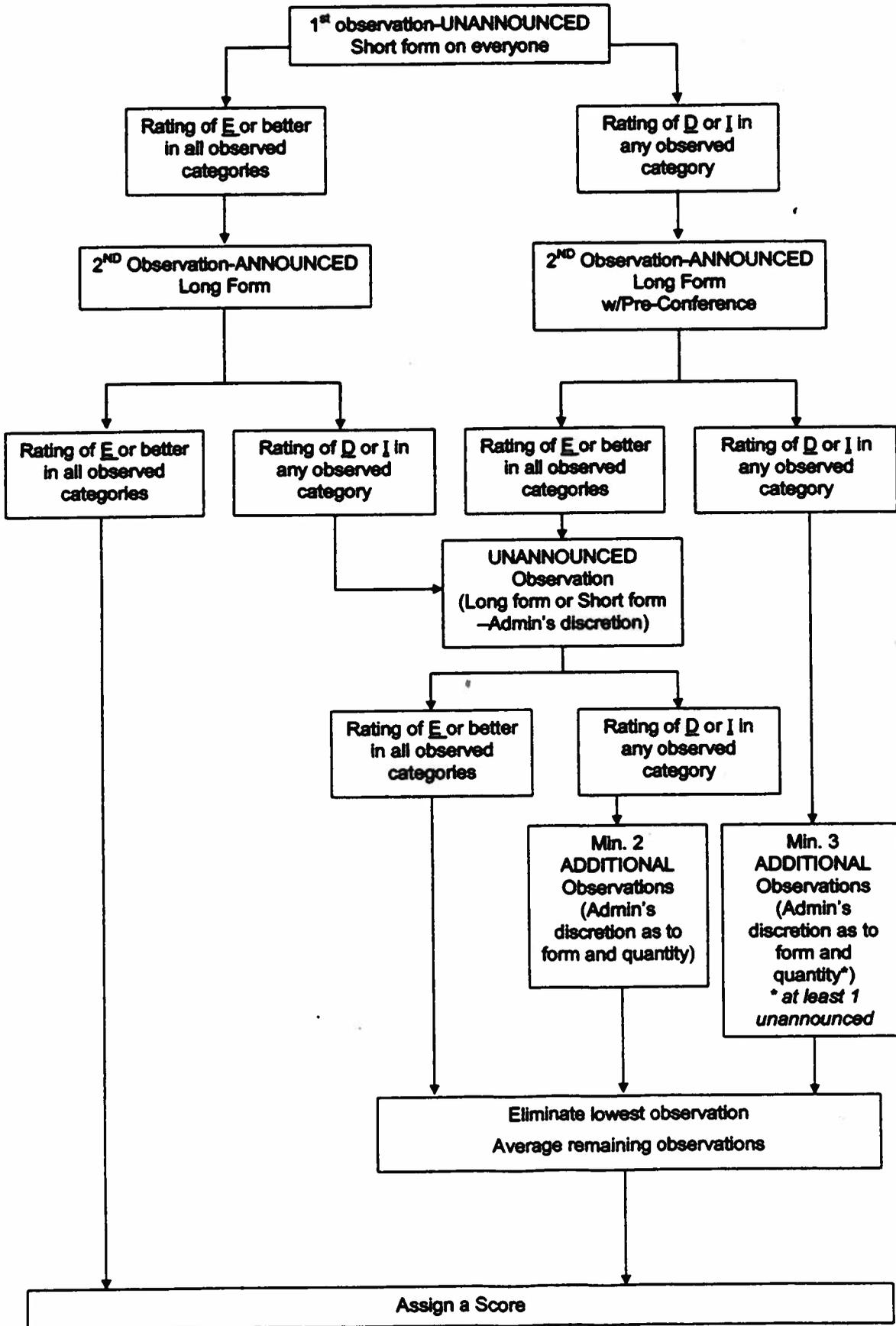
#### e. Demonstrating Flexibility and Responsiveness

Lesson Adjustment  
Response to Students  
Persistence

# Tenured Teachers OBSERVATION PROCESS

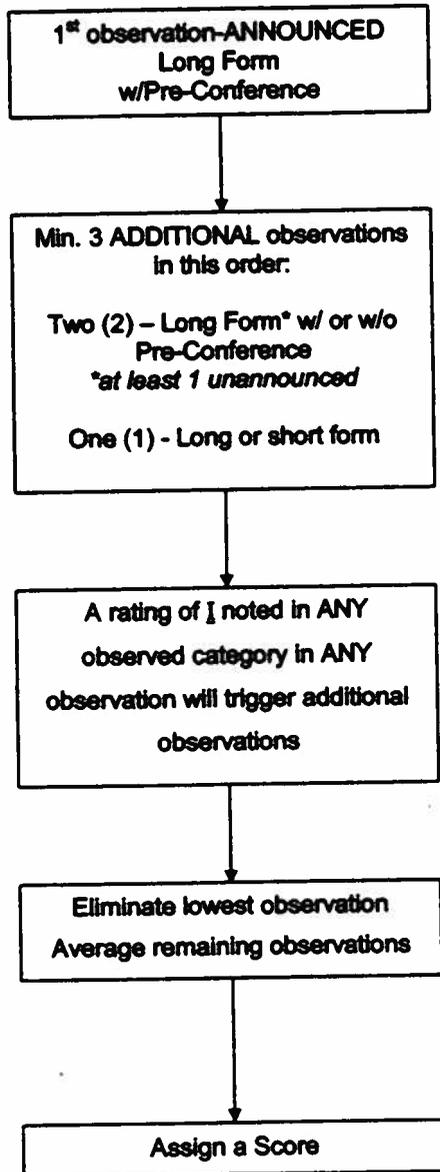
A Framework for Teaching – Charlotte Danielson

Domains 2 + 3



**Probationary Teachers**  
**OBSERVATION PROCESS**  
A Framework for Teaching - Charlotte Danielson

Domains 2 + 3



**COPIAGUE PUBLIC SCHOOLS  
Classroom Visitation (SHORT) Form**

**SUMMARY**

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

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          | H                        | E                        | D                        | I                        |
|                          | 6                        | 5                        | 4                        | 0-3                      |
| <input type="checkbox"/> |

Managing Classroom Procedures?

Managing Student Behavior?

Communicating with Students?

Using Questioning and Discussion Techniques?

Engaging Students in Learning?

Using Assessment in Instruction?

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

**TEACHER COMMENTS**

Raw Score \_\_\_\_\_

Raw Score x 31 = Score \_\_\_\_\_

36

Received by (Teacher's Signature): \_\_\_\_\_

Date: \_\_\_\_\_

**COPIAGUE PUBLIC SCHOOLS**  
**TEACHER OBSERVATION (LONG) FORM**

Teacher Visited:

Subject / Class:

Observed by:

Tenured       Non-Tenured

School:

Date of Observation:

Observation began at:

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 \_\_\_\_\_

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

Observer's Signature \_\_\_\_\_

Conference Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

## Explanations

2012-2013

### 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 2010-2015 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 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. If you submit your lesson plans on time and they are accepted 85% of the time, you will receive the four (4) point maximum. If your plans are not accepted, your supervisor will 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.

**Domains 2 and 3 – 31 points**

1. All teachers will receive their 1<sup>st</sup> observation (unannounced short form) between the 11<sup>th</sup> day of school in September and November 30<sup>th</sup>. A second observation shall be completed prior to the February recess.
2. An unannounced observation will not occur the day before or after a vacation or holiday period.
3. Teachers will be given notice of any announced observation as soon as feasible but no less than 48 hour notice.
4. Multiple administrators may observe at the same time. However, only one score may be used for that time period.
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. An unobserved category will not result in a deduction of points from the observation.

**COPIAGUE PUBLIC SCHOOLS**

Copiague, New York

A Framework for Teaching – Charlotte Danielson

Name:  
School:

Date:  
Assignment:

|                         |
|-------------------------|
| <b>Points</b>           |
| <b>Full Credit = 25</b> |

25 Points Max.

|                                     | <b>APPR Domain 4 – Professional Responsibilities<br/>Professional Development Credit Request</b>   | <b>Value</b>                             | <b>Total PD Hours</b> | <b>Max. APPR Pt. Value</b>               |  |
|-------------------------------------|--|--|-----------------------|--|--|
| 1                                   | Teacher Mentor (of Initial Certificate Holder)   | 120                                      |                       | 20                                       |  |
| 2                                   | Protégé Teacher (Initial Certificate Holder)   | 60                                       |                       | 20                                       |  |
| 3                                   | Project: (please specify below)<br><input type="checkbox"/> Goal Setting for Professional Growth <input type="checkbox"/> Peer Coaching<br><input type="checkbox"/> Action Research <input type="checkbox"/> Peer Review<br><input type="checkbox"/> Collegial Circle <input type="checkbox"/> Professional Portfolio<br><br><input type="checkbox"/> Clinical Observation (every other year option) | 16                                       |                       | 20                                       |  |
|                                     |  | 16                                       |                       | 10                                       |  |
|                                     |  |  |                       |  |  |
| 4                                   | Cooperating Teacher/Cooperating Administrator  | 16                                       |                       | 20                                       |  |
| 5                                   | Externships/Internships  | 16                                       |                       | 20                                       |  |
| 6                                   | Teacher Mentor Training  | 16                                       |                       | 20                                       |  |
| 7                                   | Conferences  | 5 per/max 10                             |                       | 5 per/max 10                             |  |
| 8                                   | Portfolio for Initial/Transitional Certificate Holders   | 5  |                       | 5  |  |
| 9                                   | Student Observer   | 5 per/max 10                             |                       | 5 per/max 10                             |  |
| 10                                  | College/University/In-Service Coursework (attach documentation)  | 5 x # of credits                         |                       | 20                                       |  |
| 11                                  | Committees: (please specify below)<br>_____<br>_____<br>_____  | 5 per/max 10                             |                       | 5 per/max 10                             |  |
| 12                                  | Curriculum Project (please specify) _____  | 5 per/max 10                             |                       | 5 per/max 10                             |  |
| 13                                  | Grant Writing (indicate Grant): _____  | 5 per/max 10                             |                       | 5 per/max 10                             |  |
| 14                                  | Leadership Academy   | N+2<br>(max 10 hrs)                      |                       | 20                                       |  |
| 15                                  | Master Class Participant   | 2 per/max 20                             |                       | 2 per/max 20                             |  |
| 16                                  | Other Professional Development (not listed on this form)<br>Please specify: _____<br>_____<br>_____  | 2 per period/session rounded to the hour |                       | 2 per period/session rounded to the hour |  |
| 17                                  | Voluntary Service (please specify) _____<br>_____  | 5 per/max 10                             |                       | 5 per/max 10                             |  |
| 18                                  | Student Mentor   | 16                                       |                       | 20                                       |  |
| 19                                  | Presentations (please specify) _____   | P+8                                      |                       | 5 per/max 10                             |  |
| 20                                  | Maintaining Accurate Records (Grade Book) 5pts or (eSchool Electronic Grade Book) 10pts  |  |                       | 5 / 10                                   |  |
| 21                                  | Communicating with Families (Progress Reports/Report Cards)  |  |                       | 5  |  |
| 22                                  | Demonstrating Professional Responsibility  |  |                       | 5  |  |
| <b>Total Claimed for PDP Credit</b> |  |  |                       |  |  |

(N) Actual number of hours

(P) Length of presentations

APPR Pt. Sub-total:

*It is not necessary to request PDP credit for Superintendent's Conference Day. You will receive five hours per conference day based upon attendance.*

4 Points Max.

|  | <b>APPR Domain 1 – Planning and Preparation</b>   | <b>Max. APPR Pt. Value</b> | <b>Points Full Credit = 4</b> |
|--|---|----------------------------|-------------------------------|
| 23   | Lesson Plans Submitted on Time and Accepted       | 4                          |                               |
| 24   | Evidence of Differentiated Instructional Planning | 2                          |                               |
| <b>Total APPR Points Claimed (Domains 1 and 4)</b> |   |                            |                               |

I hereby certify that the activities as indicated above have been completed. (Appropriate artifacts/evidence must be attached.)

Teacher's Signature \_\_\_\_\_

Administrator's / Supervisor's Signature \_\_\_\_\_

**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.

## Locally Selected Measures of Achievement Scale

| VALUE ADDED SCALE |       |        |
|-------------------|-------|--------|
|                   | 0     | 0      |
| <b>I</b>          | 1     | 1-2    |
|                   | 2     | 3-4    |
|                   | <hr/> |        |
|                   | 3     | 5-9    |
|                   | 4     | 10-14  |
| <b>D</b>          | 5     | 15-19  |
|                   | 6     | 20-24  |
|                   | 7     | 25-29  |
| <hr/>             |       |        |
|                   | 8     | 30-39  |
|                   | 9     | 40-46  |
| <b>E</b>          | 10    | 47-53  |
|                   | 11    | 54-60  |
|                   | 12    | 61-67  |
|                   | 13    | 68-74  |
| <hr/>             |       |        |
| <b>H</b>          | 14    | 75-87  |
|                   | 15    | 88-100 |

## Locally Selected Measures of Achievement Scale

| NO VALUE ADDED SCALE |       |        |
|----------------------|-------|--------|
|                      | 0     | 0      |
| <b>I</b>             | 1     | 1-2    |
|                      | 2     | 3-4    |
|                      | <hr/> |        |
|                      | 3     | 5-9    |
|                      | 4     | 10-13  |
| <b>D</b>             | 5     | 14-17  |
|                      | 6     | 18-21  |
|                      | 7     | 22-25  |
|                      | 8     | 26-29  |
| <hr/>                |       |        |
|                      | 9     | 30-34  |
|                      | 10    | 35-39  |
|                      | 11    | 40-44  |
|                      | 12    | 45-49  |
| <b>E</b>             | 13    | 50-54  |
|                      | 14    | 55-59  |
|                      | 15    | 60-64  |
|                      | 16    | 65-69  |
|                      | 17    | 70-74  |
| <hr/>                |       |        |
|                      | 18    | 75-83  |
| <b>H</b>             | 19    | 84-91  |
|                      | 20    | 92-100 |

# Conversion Scale

## NO VALUE ADDED SCALE

|          |       |        |
|----------|-------|--------|
|          | 0     | 0      |
| <b>I</b> | 1     | 1-2    |
|          | 2     | 3-4    |
|          | <hr/> |        |
|          | 3     | 5-9    |
|          | 4     | 10-13  |
| <b>D</b> | 5     | 14-17  |
|          | 6     | 18-21  |
|          | 7     | 22-25  |
|          | 8     | 26-29  |
|          | <hr/> |        |
|          | 9     | 30-34  |
|          | 10    | 35-39  |
|          | 11    | 40-44  |
|          | 12    | 45-49  |
| <b>E</b> | 13    | 50-54  |
|          | 14    | 55-59  |
|          | 15    | 60-64  |
|          | 16    | 65-69  |
|          | 17    | 70-74  |
| <hr/>    |       |        |
|          | 18    | 75-83  |
| <b>H</b> | 19    | 84-91  |
|          | 20    | 92-100 |

# Conversion Scale

## VALUE ADDED SCALE

|          |       |        |
|----------|-------|--------|
|          | 0     | 0      |
| <b>I</b> | 1     | 1-2    |
|          | 2     | 3-4    |
|          | <hr/> |        |
|          | 3     | 5-9    |
|          | 4     | 10-14  |
| <b>D</b> | 5     | 15-19  |
|          | 6     | 20-24  |
|          | 7     | 25-29  |
|          | <hr/> |        |
|          | 8     | 30-39  |
|          | 9     | 40-46  |
| <b>E</b> | 10    | 47-53  |
|          | 11    | 54-60  |
|          | 12    | 61-67  |
|          | 13    | 68-74  |
|          | <hr/> |        |
| <b>H</b> | 14    | 75-87  |
|          | 15    | 88-100 |

**COPIAGUE SCHOOL DISTRICT**

**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: \_\_\_\_\_

## 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 identification of needed areas 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.
  - Possible reassignment to a different grade level, subject area, or transfer to another supervisor or building.

Requirements / Limitations: After the TIP is in place, the teacher, administrator, and an 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 six (6) times by a trained administrator using the Clinical Supervision model and/or other observation approaches. 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.

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:      Date: 9/10/12  


Teachers Union President Signature:      Date: 9/10/12  


Administrative Union President Signature:      Date:  
 9/10/12

Board of Education President Signature:      Date:  
 9/10/12