



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

Commissioner of Education
President of the University of the State of New York
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December 26, 2012

Dr. Charles Russo, Superintendent
East Moriches Union Free School District
9 Adelaide Avenue
East Moriches, NY 11940

Dear Superintendent Russo:

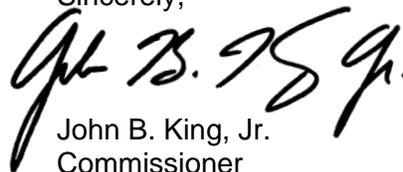
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean Lucera

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Monday, September 17, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 580234020000

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

580234020000

1.2) School District Name: EAST MORICHES UFSD

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

EAST MORICHES UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, May 07, 2012

Updated Thursday, December 20, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMS Web
1	State-approved 3rd party assessment	AIMS Web
2	State-approved 3rd party assessment	AIMS Web

	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	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Highly Effective means “results are well above state average for similar students (or district goals if no state test) as indicated in table 2.11.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Effective means “results meet state average for similar students (or district goals if no state test) as indicated in table 2.11.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Developing means “results are below state average for similar students (or district goals if no state test) as indicated in table 2.11.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Ineffective means “results are well-below state average for similar students (or district goals if no state test) as indicated in table 2.11.</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMS Web
1	State-approved 3rd party assessment	AIMS Web
2	State-approved 3rd party assessment	AIMS Web

	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Highly Effective means “results are well above state average for similar students (or district goals if no state test) as indicated in table 2.11.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Effective means “results meet state average for similar students (or district goals if no state test) as indicated in table 2.11.</p>

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing means “results are below state average for similar students (or district goals if no state test) as indicated in table 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective means “results are well-below state average for similar students (or district goals if no state test) as indicated in table 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	East Moriches Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	East Moriches Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective means “results are well above state average for similar students (or district goals if no state test) as indicated in table 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective means “results meet state average for similar students (or district goals if no state test) as indicated in table 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing means “results are below state average for similar students (or district goals if no state test) as indicated in table 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective means “results are well-below state average for similar students (or district goals if no state test) as indicated in table 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	East Moriches Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	East Moriches Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	East Moriches Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective means "results are well above state average for similar students (or district goals if no state test) as indicated in table 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective means "results meet state average for similar students (or district goals if no state test) as indicated in table 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing means "results are below state average for similar students (or district goals if no state test) as indicated in table 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective means "results are well-below state average for similar students (or district goals if no state test) as indicated in table 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	Not applicable	K-8 School District
	Social Studies Regents Courses	Assessment
Global 2	Not applicable	Not applicable
American History	Not applicable	Not applicable

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.	Not applicable, East Moriches is a K-8 District
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable, East Moriches is a K-8 District
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable, East Moriches is a K-8 District
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable, East Moriches is a K-8 District
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable, East Moriches is a K-8 District

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Not applicable	Not applicable
Earth Science	Regents Assessment	Regents assessment
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective means "results are well above state average for similar students (or district goals if no state test) as indicated in table 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective means "results meet state average for similar students (or district goals if no state test) as indicated in table 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing means "results are below state average for similar students (or district goals if no state test) as indicated in table 2.11.

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

Ineffective means "results are well-below state average for similar students (or district goals if no state test) as indicated in table 2.11.

2.8) High School Math Regents Courses

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

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

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

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

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

Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.

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

Highly Effective means "results are well above state average for similar students (or district goals if no state test) as indicated in table 2.11.

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

Effective means "results meet state average for similar students (or district goals if no state test) as indicated in table 2.11.

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

Developing means "results are below state average for similar students (or district goals if no state test) as indicated in table 2.11.

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

Ineffective means "results are well-below state average for similar students (or district goals if no state test) as indicated in table 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	Not applicable	K-8 School District
Grade 10 ELA	Not applicable	K-8 School District
Grade 11 ELA	Not applicable	K-8 School District

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.	Not applicable, East Moriches is a K-8 District
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable, East Moriches is a K-8 District
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable, East Moriches is a K-8 District
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable, East Moriches is a K-8 District
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable, East Moriches is a K-8 District

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
Family and Consumer Science	District, Regional or BOCES-developed	East Moriches Developed Family and Consumer Science Grades 7 and 8 Assessment
All Physical Education	District, Regional or BOCES-developed	East Moriches Developed Physical Education Grades K to 8 Assessment
All Art	District, Regional or BOCES-developed	East Moriches Developed Art Grades K to 8 Assessment
All Music	District, Regional or BOCES-developed	East Moriches Developed Music Grades K to 8 Assessment
All Technology	District, Regional or BOCES-developed	East Moriches Developed Technolgoey Grades 7 and 8 Assessment
All Library Skills	District, Regional or BOCES-developed	East Moriches Developed Library Skills Grades K to 8 Assessment East Moriches Developed Assessment
All Spanish	District, Regional or BOCES-developed	East Moriches Developed Spanish Grades 7 and 8 Assessment
All French	District, Regional or BOCES-developed	East Moriches Developed French Grades 7 and 8 Assessment

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 earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective means "results are well above state average for similar students (or district goals if no state test) as indicated in table 2.11.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective means "results are well-below state average for similar students (or district goals if no state test) as indicated in table 2.11.

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/5364/125675-TXEttx9bQW/APPR-20 Scale.pdf

2.12) Locally Developed Controls

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

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

The District will not be creating or using locally developed controls.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Friday, May 18, 2012

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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	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 5 ELA Assessment

6	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 87% to 100% growth as determined by student growth on the locally selected measure.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 45% to 86% growth as determined by student growth on the locally selected measure.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 10% to 44% growth as determined by student growth on the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 0% to 9% growth as determined by student growth on the locally selected measure.

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	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 4 Mathematics Assessment
5	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 5 Mathematics Assessment
6	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 6 Mathematics Assessment
7	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 7 Mathematics Assessment

8	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 8 Mathematics Assessment
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For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 87% to 100% growth as determined by student growth on the locally selected measure.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 45% to 86% growth as determined by student growth on the locally selected measure.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 10% to 44% growth as determined by student growth on the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 0% to 9% growth as determined by student growth on the locally selected measure.

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/5139/131092-rhJdBgDruP/APPR- 15 Scales.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	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade K ELA Assessment

1	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 92% to 100% growth as determined by student growth on the locally selected measure.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 44% to 91.99% growth as determined by student growth on the locally selected measure.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 17.67% to 43.99% growth as determined by student growth on the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 0% to 17.66% growth as determined by student growth on the locally selected measure.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed K Mathematics Assessment
1	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 1 Mathematics Assessment
2	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 2 Mathematics Assessment
3	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 3 Mathematics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. Based on pretest data individual growth targets will be set by the teacher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 92% to 100% growth as determined by student growth on the locally selected measure.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 44% to 91.99% growth as determined by student growth on the locally selected measure.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 17.67% to 43.99% growth as determined by student growth on the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 0% to 17.66% growth as determined by student growth on the locally selected measure.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. Based on pretest data individual growth targets will be set by the teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	To achieve this rating the teacher will have to receive 92% to 100% growth as determined by student growth on the

achievement for grade/subject.	locally selected measure.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 44% to 91.99% growth as determined by student growth on the locally selected measure.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 17.67% to 43.99% growth as determined by student growth on the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 0% to 17.66% growth as determined by student growth on the locally selected measure.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. Based on pretest data individual growth targets will be set by the teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 92% to 100% growth as determined by student growth on the locally selected measure.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 44% to 91.99% growth as determined by student growth on the locally selected measure.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 17.67% to 43.99% growth as determined by student growth on the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 0% to 17.66% growth as determined by student growth on the locally selected measure.

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	Not applicable	Not Applicable
Global 2	Not applicable	Not Applicable
American History	Not applicable	Not Applicable

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

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	Not applicable	Not Applicable
Earth Science	5) District, regional, or BOCES-developed assessments	East Moriches Locally Developed Earth Science Course Assessment
Chemistry	Not applicable	Not Applicable

Physics	Not applicable	Not Applicable
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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.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 92% to 100% growth as determined by student growth on the locally selected measure.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 44% to 91.99% growth as determined by student growth on the locally selected measure.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 17.67% to 43.99% growth as determined by student growth on the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 0% to 17.66% growth as determined by student growth on the locally selected measure.

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	5) District, regional, or BOCES–developed assessments	East Moriches Locally Developed Algebra 1 Course Assessment
Geometry	Not applicable	Not Applicable
Algebra 2	Not applicable	Not Applicable

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 92% to 100% growth as determined by student growth on the locally selected measure.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 44% to 91.99% growth as determined by student growth on the locally selected measure.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 17.67% to 43.99% growth as determined by student growth on the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 0% to 17.66% growth as determined by student growth on the locally selected measure.

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	Not applicable	Not Applicable
Grade 10 ELA	Not applicable	Not Applicable
Grade 11 ELA	Not applicable	Not Applicable

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.	Not applicable to the East Moriches UFSD
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to the East Moriches UFSD

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to the East Moriches UFSD
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to the East Moriches UFSD
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable to the East Moriches UFSD

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
Family and Consumer Science	7) Student Learning Objectives	East Moriches Locally Developed Performance Based Grades 7 and 8 Family and Consumer Science Course Assessment
All Physical Education	7) Student Learning Objectives	East Moriches Locally Developed Performance Based Grades K to 8 Physical Education Course Assessment
All Art	7) Student Learning Objectives	East Moriches Locally Developed Performance Based Grades K to 8 Art Course Assessment
All Music	7) Student Learning Objectives	East Moriches Locally Developed Performance Based Grades K to 8 General Music Course Assessment
All Technology	7) Student Learning Objectives	East Moriches Locally Developed Performance Based Grades 7 and 8 Technology Course Assessment
All Library Skills	7) Student Learning Objectives	East Moriches Locally Developed Performance Based Grades K to 8 Library Skills Course Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.
---	--

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 92% to 100% growth as determined by student growth on the locally selected measure.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 44% to 91.99% growth as determined by student growth on the locally selected measure.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 17.67% to 43.99% growth as determined by student growth on the locally selected measure.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve this rating the teacher will have to receive 0% to 17.66% growth as determined by student growth on the locally selected measure.

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/5139/131092-y92vNseFa4/APPR-20 Scale.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 response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

If this is applicable, the teachers two or more subcomponent HEDI category scores will be weighted proportionately by the number of components.

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 Friday, May 18, 2012

Updated Tuesday, December 11, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

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)

assets/survey-uploads/5091/131128-2UoxI2HPmn/Formal Observation Form-Appendix C_1.pdf

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.

We understand the composite score must be uploaded in whole numbers.

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/5091/131128-eka9yMJ855/structured review-Appendix D.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.	Results are well above District adopted expectations of the total possible rubric score as measured by the NYSUT Teacher Observation Model.
Effective: Overall performance and results meet NYS Teaching Standards.	Results are above District adopted expectations of the total possible rubric score as measured by the NYSUT Teacher Observation Model.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Results are below District adopted expectations of the total possible rubric score as measured by the NYSUT Teacher Observation Model.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Results are well below District adopted expectations of the total possible rubric score as measured by the NYSUT Teacher Observation Model.

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	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Friday, May 18, 2012

Updated Wednesday, June 27, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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 Wednesday, June 06, 2012

Updated Monday, October 08, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/139550-Df0w3Xx5v6/East Moriches Teacher Improvement Plan-Appendix E.pdf](assets/survey-uploads/5265/139550-Df0w3Xx5v6/East%20Moriches%20Teacher%20Improvement%20Plan-Appendix%20E.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:

The parties have agreed that any appeal of a teacher with an ineffective evaluation (or two developing evaluations in two consecutive years) shall be heard by and end with the Superintendent of Schools, following a fair, reasonable and expeditious process. Nothing herein prevents a teacher with a developing evaluation to have an informal conference with the Superintendent to discuss the evaluation.

1. Within ten school days of the receipt of a teacher's APPR report, the teacher may request, in writing, review by the Superintendent of Schools .
2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools. There shall be one appeal which shall articulate all of the teacher's bases for the appeal. The evaluated teacher may only challenge the substance of the annual professional performance review, and/or the school district's issuance and/or implementation of the terms of the teacher improvement plan and/or the failure to adhere to standards including Education Law 3012-c and/or failure to adhere to applicable Commissioner's Regulations and/or locally negotiated procedures.
3. Within ten (10) school days of receipt of the appeal, the Superintendent of Schools shall render a final and binding determination, in writing, respecting the appeal. The determination of the Superintendent of Schools shall be final and shall not be grievable or arbitrable.
4. Teachers who receive a rating of "highly effective", "effective" or one "developing" shall not be permitted to appeal their rating.
5. In no way shall an appeal by a non-tenured teacher delay the determination of the Superintendent and/or Board of Education to terminate a probationary teacher for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The East Moriches Union Free School District will ensure that all lead evaluators/evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Lead evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

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

The Superintendent or his designee will certify lead evaluators upon receipt of proper certification from the training provider that the individual has fully completed evaluator training. The Superintendent will maintain records of certification of evaluators.

The East Moriches UFSD is now establishing a process to ensure that lead evaluators maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

The Superintendent or his designee will ensure that lead evaluators participate in annual training and are recertified on an annual basis. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

For the 2012-2013 school year, all evaluators shall be appropriately trained and certified by September 1, 2012. All teachers shall similarly be orientated in regard to this APPR plan. In addition, no more than two members of the Association's APPR team may attend the evaluator training which is attended by District administrators at the District's cost.

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 Wednesday, June 06, 2012
Updated Tuesday, December 11, 2012

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

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

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

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):

5-8, East Moriches Middle School, 5-8
(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
East Moriches Elementary School, K-4	State assessment	Math and ELA Grades 3 and 4 NYS Assessments

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.	The Principal will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the administration based on pretest data. HEDI points will be based on a principal meeting or exceeding that growth target.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Results are well above District adopted expectations for growth or achievement for grade/subject as indicated in table 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results are at District adopted expectations for growth or achievement for grade/subject as indicated in table 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below District adopted expectations for growth or achievement for grade/subject as indicated in table 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Results are below above District adopted expectations for growth or achievement for grade/subject as indicated in table 7.3.

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.

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, June 06, 2012
Updated Tuesday, December 11, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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
5-8	(d) measures used by district for teacher evaluation	East Moriches Developed Grade/Subject Specific 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.	The principal will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. A class-wide growth target will be set by the principal with consultation by administration based on pretest data. HEDI points will be based on a principal meeting or exceeding that growth target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District adopted expectations for growth or achievement for grade/subject on the District developed tests for ELA or Math.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District adopted expectations for growth or achievement for grade/subject on the District developed tests for ELA or Math.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for growth or achievement for grade/subject on the District developed tests for ELA or Math.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District adopted expectations for growth or achievement for grade/subject on the District developed tests for ELA or Math.

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

[assets/survey-uploads/5366/139514-8o9AH60arN/APPR- 15 Scales.pdf](#)

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

(No response)

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

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

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

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

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

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

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

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

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

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

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State

Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	NYS Assessment in Math and ELA in Grades 3 and 4

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.	The principal will earn HEDI growth points based upon student growth between a pretest assigned early in the first semester and a post-test given late in the second semester. An individual growth target will be set by the teacher with consultation by administration based on pretest data. HEDI points will be based on teacher meeting or exceeding that growth target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District adopted expectations for growth or achievement for grade/subject on the District developed tests for ELA and Math.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District adopted expectations for growth or achievement for grade/subject on the District developed tests for ELA and Math.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for growth or achievement for grade/subject on the District developed tests for ELA and Math.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District adopted expectations for growth or achievement for grade/subject on the District developed tests for ELA and Math.

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)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

For principals with multiple measures the scores from each measure will be awarded together based on the number of students in each measure.

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 Wednesday, June 06, 2012
Updated Thursday, December 20, 2012

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The principal will first be rated according to the rubric. Rubric scores from 1-4 will be assigned to elements within each of the domains. A total average rubric score for the 6 domains in the Marshall Principal Evaluation Rubric will be obtained by adding the rubric scores from each domain to obtain a total and then dividing by 6. The HEDI ranges are: Highly Effective 59-60 / Effective 58-57 / Developing 50-56 / Ineffective 49-0. We understand the composite score must be uploaded in whole numbers.

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/5143/139517-pMADJ4gk6R/Marshall 60 Point Conversion.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.	As described previously, the Marshall Evaluation Rubric will be used to obtain 59 to 60 points based upon observations. Using rubric guidelines and the ISLLC standards as reflected in the evaluation rubric, principals who score in the High range consistently demonstrate instructional practices and professionalism exceeding ISLLC Standards and would be deemed Highly Effective.
Effective: Overall performance and results meet standards.	As described previously, the Marshall Evaluation Rubric will be used to obtain 57 to 58 points based upon observations. Using rubric guidelines and the ISLLC standards as reflected in the evaluation rubric, principals who score in the Effective range consistently demonstrate instructional practices and professionalism meeting the ISLLC Standards and would be deemed Effective.
Developing: Overall performance and results need improvement in order to meet standards.	As described previously, the Marshall Evaluation Rubric will be used to obtain 50 to 56 points based upon observations. Using rubric guidelines and the ISLLC standards as reflected in the evaluation rubric, principals who score in the Developing range

occasionally demonstrate instructional practices and professionalism meeting ISLLC Standards and would be deemed Developing.

Ineffective: Overall performance and results do not meet standards.

As described previously, the Marshall Evaluation Rubric will be used to obtain 0 to 49 points based upon observations. Using rubric guidelines and the ISLLC standards as reflected in the evaluation rubric, principals who score in the High range consistently demonstrate instructional practices and professionalism exceeding ISLLC Standards and would be deemed ineffective.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, June 06, 2012

Updated Monday, October 08, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES- adopted expectations for 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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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 Wednesday, June 06, 2012

Updated Thursday, December 20, 2012

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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/5276/139555-Df0w3Xx5v6/Principal_PIP.docx

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:

- a. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective only.
- b. The draft annual evaluation shall be presented to the Building Principal at a meeting between the administrator and the Superintendent of Schools or the outside BOCES Evaluator, by June 15th of each school year.
- c. Within ten (10) business days of the receipt of a draft of a building principal's annual evaluation from the Superintendent of Schools or the BOCES Evaluator, the administrator may present information and materials, in writing, to the Superintendent of Schools or Board of Education.

d. Within five (5) business days of the receipt of the materials, or the issuance of the composite score, whichever is later, the Superintendent or the BOCES Evaluator, shall issue the final evaluation.

e. Within five school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraph (a) above, a principal may appeal the annual evaluation to the Superintendent of Schools or the Board of Education. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

1. the substance of the annual professional performance review;
2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
3. the school district's adherence to the Regulations of the Commissioner; and
4. the school district's issuance and/or implementation of the terms of the principal's improvement plan.

f. Any issue not raised in the written appeal shall be deemed waived.

g. Within five school days of receipt of the appeal, the Superintendent of Schools or the Board of Education shall render a written determination with respect thereto.

h. The determination of the Superintendent of Schools or the Board of Education as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum. Procedural issues that will be set forth in this Article shall be subject to the grievance procedure of the contract.

The parties have agreed that any appeal of an administrator with an ineffective evaluation (or two developing evaluations in two consecutive years) shall be heard by and end with the Superintendent of Schools or the Board of Education. Every effort will be used to complete the Appeals process in a timely and expeditious manner.

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.

The Lead Evaluator will be trained in the nine component areas as required by the Commissioner of Education. The East Moriches Board of Education will certify the Superintendent of Schools as the lead evaluator after he/she submits to the Board of Education a comprehensive summary of the training events completed. Re-certification will occur in the same manner. The Lead Evaluator will be trained in the Marshall Principal Evaluation Rubric Training. Successful completion of the training ensures inter-rater reliability. Training will be completed throughout the year and will continue each every year thereafter the 2012-2013 school term. Eastern Suffolk will be responsible for the certification and compliance with the Commissioner's regulations as the lead evaluator for the Superintendent/Principal.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, May 07, 2012

Updated Friday, December 21, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/125724-3Uqgn5g9Iu/DistrictCertificationForm.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.

Percentage	0-5.21	5.22-11.43	11.44-17.66	17.67-23.88	23.89-26.1-	26.11-32.32	32.33-36.55	36.56-41.77	41.78-43.99	44-48.99	49-55.99	56-60.99	61-67.99	68-75.99	76-79.99	80-83.99	84-87.99	88-91.99	92-95.99	96-97.99	98-100
20 Point Scale	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.1		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.2		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.25		31
1.258		32

1.267		33
1.275		34
1.283		35
1.292		36
1.3		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.35		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.4		49
	Developing 50-56	
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
	Effective 57-58	
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8

	Highly Effective 59-60	
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Percentage	0-1	2-4	5-9	10-16	17-23	24-30	31-37	38-44	45-51	52-58	59-65	66-72	73-79	80-86	87-93	94-100
15 Point Scale	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Percentage	0-5.21	5.22-11.43	11.44-17.66	17.67-23.88	23.89-26.1-	26.11-32.32	32.33-36.55	36.56-41.77	41.78-43.99	44-48.99	49-55.99	56-60.99	61-67.99	68-75.99	76-79.99	80-83.99	84-87.99	88-91.99	92-95.99	96-97.99	98-100
20 Point Scale	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

**Structured Review –Part I
Communication
Appendix D**

Teacher name _____

Grade/ Subject Area _____

Date Submitted _____

Please attach three sources of evidence of positive communication between you, as the teacher, and parents and/or students. These artifacts should be teacher generated and can include, but are not limited to: informational grade level memos; photocopied phone logs; photocopied handwritten or typed notes; emails; student awards; photocopied pages from student logs or agenda books. Each source must be dated and include your name or it will be excluded and will result in a score of 0.

Source 1:

Teacher Generated	0	1
Clear, positive message	0	1

Source 2:

Teacher Generated	0	1
Clear, positive message	0	1

Source 3:

Teacher Generated	0	1
Clear, positive message	0	1

Total Points Earned

/ 6

Instructor _____

District/School _____

Grade Level _____

Subject/Course title _____

Unit Title/Topic _____

Unit of Study Synopsis
Appendix D

Give a brief outline (description) of each of the three lessons in this Unit of Study.

Day one:

Day two:

Day three:

Lesson Plan Template

Appendix D

_____ of 3

Instructor _____

District/School _____

Grade Level _____

Subject/Course title _____

Lesson Title/Topic _____

<p>Standards:</p> <p>List the common core strands addressed in this lesson.</p>	
<p>Student goals and objectives:</p> <p>Brief description of what students should be able to demonstrate upon completion of this lesson.</p>	
<p>Materials:</p> <p>List materials needed to successfully implement this lesson.</p>	
<p>Implementation of lesson/ Activity:</p> <p>Give a brief description of the steps you will take while implementing this lesson.</p>	
<p>Assessment/Verification:</p> <p>Give a brief description of how you will assess/verify whether or not students can successfully demonstrate your objective(s).</p>	
<p>Extension/Post lesson activity:</p> <p>Give a brief description of related activities you will use as a follow-up to this lesson (independent practice, homework, project...)</p>	

Additional notes if necessary:	
--------------------------------	--

Unit of Study – Rubric

Appendix D

Instructor _____ District/School _____

Grade Level _____ Subject/Course title _____ Unit Title/Topic _____

Standards:

- | | | |
|---|---|---|
| At least 5 strands correctly identified | 0 | 1 |
| At least 5 strand objectives correctly identified | 0 | 1 |

Synopsis:

- | | | |
|---|---|---|
| Day one - Outline (description) of lesson is clearly stated. | 0 | 1 |
| Day two - Outline (description) of lesson is clearly stated. | 0 | 1 |
| Day three - Outline (description) of lesson is clearly stated. | 0 | 1 |

Lesson Plan Rubric

Appendix D

____ of 3

Instructor _____ District/School _____

Grade Level _____ Subject/Course title _____ Lesson Title/Topic _____

Lesson Title _____

Standards:

Common core strands listed 0 1

Student goals and objectives:

A brief description of what students should be able to demonstrate upon completion of this lesson was included . 0 1

Materials:

A list materials needed to successfully implement this lesson was Included. 0 1

Implementation of lesson/ Activity:

A brief description of the steps used to successfully implement the this lesson was given. 0 1

Assessment/Verification:

A brief description of how the teacher will assess/verify whether or not students can successfully demonstrate objectives was given. 0 1

Extension/Post lesson activity:

A brief description of related activities that will be used as a follow-up to the lesson was included. 0 1

Total Points Earned

/ 6

Structured Review - Rubric

Appendix D

Part I – Teacher Communication

Points earned this section _____ / 6

Comments _____

Part II – Common Core Unit of Study

Standards - _____ of 2
Synopsis - _____ of 3

Points earned this section _____ / 5

Comments _____

Lesson plans

Lesson plan # 1 _____ of 6
Lesson plan # 2 _____ of 6
Lesson plan # 3 _____ of 6

Points earned this section _____ / 18

Comments _____

TOTAL POINTS EARNED ___ / 29

Percentage	0-5.21	5.22-11.43	11.44-17.66	17.67-23.88	23.89-26.1-	26.11-32.32	32.33-36.55	36.56-41.77	41.78-43.99	44-48.99	49-55.99	56-60.99	61-67.99	68-75.99	76-79.99	80-83.99	84-87.99	88-91.99	92-95.99	96-97.99	98-100
20 Point Scale	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

East Moriches UFSD

PRINCIPAL IMPROVEMENT PLAN

The **Principal/Administrator Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concern. The purpose of a PIP is to assist principals/administrators to work to their fullest potential. The PIP provides assistance and feedback to the principal/administrator and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal/administrator 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 June 30th of the school year where the *developing or ineffective* evaluation is discussed. A PIP shall be designed by the principal/administrator and the superintendent over the course of the summer.

The PIP must be in place no later than September 30th of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

If the principal/administrator is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal/administrator.

The PIP must consist of the following components:

- **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal/administrator to accomplish during the period of the Plan.
- **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the principal/administrator is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal/administrator.
- **RESOURCES:** Identify specific resources available to assist the principal/administrator to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- **RESPONSIBILITIES:** Identify steps to be taken by Superintendent and the principal/administrator throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal/administrator and Superintendent; written reports and/or evaluations, etc.
- **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.

- **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 Plan.

SAMPLE COMPONENTS OF A PRINCIPAL/ADMINISTRATOR IMPROVEMENT PLAN

A. TARGETED GOALS: AREAS FOR IMPROVEMENT

- a. Student Performance and/or Engagement
- b. Supervision of Staff
- c. Fiscal Management
- d. Community Relations
- e. Communication with parents

B. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified

C. RECOMMENDED ACTIVITIES

List of specific activities related to targeted goals

D. RECOMMENDED RESOURCES

- e. List specific materials, people, workshop to be used to support the PIP
- f. Identify the instrument or rubrics used to monitor progress

E. EVIDENCE OF ACHIEVEMENT

- h. Identify how progress will be measured and assessed
- i. Specify next steps to be taken based upon progress or lack thereof

F. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

- j. Identify dates for school visitations consistent with APPR Plan
- k. Identify dates for progress meetings with Superintendent related to each identified targeted goal
- l. Identify dates for quarterly assessment of overall progress

PIP Administrator	Date
Principal	DATE

A. PRINCIPAL IMPROVEMENT PLAN

<u>Instructional Administrator Evaluation</u>				
<i>Administrator's Name</i>	<i>Building</i>	<i>Position</i>		
<i>School Year</i>	<i>Hire Date</i>	<i>Tenure Date</i>		
A school administrator is an educational leader who promotes the success of all students:	Ineffective	Developing	Effective	Highly Effective
Standard 1: Vision By facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.				
<i>Recommendations/Support :</i>				
Standard 2: Instructional Leadership By advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth	Ineffective	Developing	Effective	Highly Effective
<i>Recommendations/Support :</i>				
Standard 3: Management of Learning By ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	Ineffective	Developing	Effective	Highly Effective
<i>Recommendations/Support :</i>				
Standard 4: Family and Community Collaboration By collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Ineffective	Developing	Effective	Highly Effective
<i>Recommendations/Support :</i>				
Standard 5: Ethics and Integrity By acting with integrity, fairness, and in an ethical manner.	Ineffective	Developing	Effective	Highly Effective
<i>Recommendations/Support :</i>				
Standard 6: Political and Social Context By understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Ineffective	Developing	Effective	Highly Effective
<i>Recommendations/Support :</i>				

Comments:

Administrator's Signature

Overall Rating

Superintendent's Signature

Date

Date

Date

East Moriches Teacher Improvement Plan

Classroom teachers receiving an overall APPR effectiveness rating of Developing or Ineffective are required to have a Teacher Improvement Plan developed and implemented. Details of the Teacher Improvement Plan process are as follows:

- A. The appropriate administrator will meet with the teacher and an Association representative as soon as is practicable to collaboratively develop and implement the Teacher Improvement Plan, which shall be provided to the teacher in no instance later than ten school days after the opening of classes for the school year.
- B. The administrator will provide the teacher with specific reasons for the determination, and specific directives for the teacher's improvement, which should assist the teacher to bring about a positive change in performance.
- C. The Teacher Improvement Plan may include, among other things, formal and informal observations and ongoing conferences, which will provide an opportunity to review the recommendations for improvement and the teacher's progress. The minimum number of observations each semester will be specified and shall include at least one that is formal and at least one that is unannounced.
- D. The Plan will define specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, Activities will be generated that are connected to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan should be described and could include items such as lessons, student work, or unit plans. The administrator can provide in the plan the additional support and assistance that the teacher will receive. The plan will provide dates for the teacher to meet with the administrator to review the plan alongside any artifacts and evidence from evaluations in order to allow the administrator to provide a final, summative statement regarding the quality of the improvement noted.

The TIP must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE TIP**: Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the teacher.
- III. **RESOURCES**: Identify specific resources available to assist the teacher to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- IV. **RESPONSIBILITIES**: Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher and administrator(s); written reports and/or evaluations, etc.
- V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher 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 TIP and for the final completion of the TIP. Identify the dates for preparation of written documentation regarding the completion of the Plan.

SAMPLE COMPONENTS OF A TEACHER IMPROVEMENT PLAN

- I. **TARGETED GOALS: AREAS FOR IMPROVEMENT**
 1. Instructional Planning
 2. Student Assessment
 3. Classroom Management
 4. Fulfillment of Professional Responsibilities
 - A. Attendance
 - B. Communication with colleagues/administration
 - C. Communication with home

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED ACTIVITIES

List of specific activities related to targeted goals identified in Section I

- A. Observe colleagues identified by Principal
- B. Attend workshops related to targeted goals
- C. Meetings with designated members of the leadership team on a defined schedule

RECOMMENDED RESOURCES

- 2. Identify the lead evaluator who has oversight of the TIP
- 3. List specific materials, people, workshop to be used to support the TIP
- 4. Identify the instrument or rubrics used to monitor progress
- 5. Danielson video or online PD (*Educational Impact or ASCD*)

IV. EVIDENCE OF ACHIEVEMENT

- 1. Identify how progress will be measured and assessed
- 2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

- 1. Identify dates for classroom observations consistent with APPR Plan
- 2. Identify dates for progress meetings with administrators related to each identified targeted goal
- 3. Identify dates for quarterly assessment of overall progress

TIP Administrator

Date

Teacher

Date

Percentage	0-1	2-4	5-9	10-16	17-23	24-30	31-37	38-44	45-51	52-58	59-65	66-72	73-79	80-86	87-93	94-100
15 Point Scale	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Percentage	0-5.21	5.22-11.43	11.44-17.66	17.67-23.88	23.89-26.1-	26.11-32.32	32.33-36.55	36.56-41.77	41.78-43.99	44-48.99	49-55.99	56-60.99	61-67.99	68-75.99	76-79.99	80-83.99	84-87.99	88-91.99	92-95.99	96-97.99	98-100
20 Point Scale	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

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.

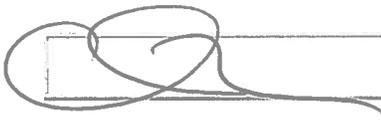
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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:

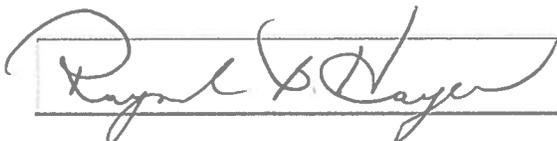
 12/20/12

Teachers Union President Signature: Date:

Daniel J. McGuire 12/21/12

Administrative Union President Signature: Date:

Board of Education President Signature: Date:

 21 Dec 2012