



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

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

September 18, 2012

Mary Beth Fiore, Superintendent
Elmira Heights CSD
2083 College Avenue
Elmira Heights, NY 14903

Dear Superintendent Fiore:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

c: Horst Graefe

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 04, 2012

Updated Friday, September 07, 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 : 070902060000

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

070902060000

1.2) School District Name: ELMIRA HEIGHTS CSD

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

ELMIRA HEIGHTS CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, May 08, 2012

Updated Thursday, September 13, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Elmira Heights District Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Elmira Heights District Developed 1st Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Elmira Heights District Developed 2nd Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers shall write an SLO for the entire grade level enrollment. We will then apply the formula of 1/2 the growth to 100 for each individual student in the grade level. We will then take the target average and integrate it in to the HEDI scale, placing the target average at the 15 point mark and distributing the remaining percentages equally across the HEDI scale. NOTE: For Grade 3 State assessments, teachers should apply the Raw Score Conversion Chart for summative assessment percentages.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Elmira Heights District Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Elmira Heights District Developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Elmira Heights District Developed 2nd Grade Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers shall write an SLO for the entire grade level enrollment. We will then apply the formula of 1/2 the growth to 100 for each individual student in the grade level. We will then take the target average and integrate it in to the HEDI scale, placing the target average at the 15 point mark and distributing the remaining percentages equally across the HEDI scale. NOTE: For Grade 3 State assessments, teachers should apply the Raw Score Conversion Chart for summative assessment percentages.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving well above the target goal set.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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	Elmira Heights District Developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Regional Developed 7th Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers shall write an SLO for the entire grade level enrollment. We will then apply the formula of 1/2 the growth to 100 for each individual student in the grade level. We will then take the target average and integrate it in to the HEDI scale, placing the target average at the 15 point mark and distributing the remaining percentages equally across the HEDI scale. NOTE: For Grade 8 State Science assessment, teachers should utilize the Raw Score for summative assessment percentages.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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
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6	District, regional or BOCES-developed assessment	Elmira Heights District Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Elmira Heights District Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Elmira Heights District Developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers shall write an SLO for the entire grade level enrollment. We will then apply the formula of 1/2 the growth to 100 for each individual student in the grade level. We will then take the target average and integrate it in to the HEDI scale, placing the target average at the 15 point mark and distributing the remaining percentages equally across the HEDI scale.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District goals for similar students.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Regionally Developed Global 1 Assessment
	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Teachers shall write an SLO for the entire grade level enrollment. We will then apply the formula of 1/2 the growth to
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	100 for each individual student in the grade level. We will then take the target average and integrate it in to the HEDI scale, placing the target average at the 15 point mark and distributing the remaining percentages equally across the HEDI scale. We will use the scaled score on a Regents exam as a 0-100% (percentage score) for the summative assessment percentage.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District goals for similar students.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers shall write an SLO for the entire grade level enrollment. We will then apply the formula of 1/2 the growth to 100 for each individual student in the grade level. We will then take the target average and integrate it in to the HEDI scale, placing the target average at the 15 point mark and distributing the remaining percentages equally across the HEDI scale. We will use the scaled score on a Regents exam as a 0-100% (percentage score) for the summative assessment percentage.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District goals for similar students.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set
Developing (3 - 8 points) Results are below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers shall write an SLO for the entire grade level enrollment. We will then apply the formula of 1/2 the growth to 100 for each individual student in the grade level. We will then take the target average and integrate it in to the HEDI scale, placing the target average at the 15 point mark and distributing the remaining percentages equally across the HEDI scale. We will use the scaled score on a Regents exam as a 0-100% (percentage score) for the summative assessment percentage.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District goals for similar students.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Regionally Developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Regionally Developed 10 th Grade ELA Assessment
Grade 11 ELA	Regents assessment	Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers shall write an SLO for the entire grade level enrollment. We will then apply the formula of 1/2 the growth to 100 for each individual student in the grade level. We will then take the target average and integrate it in to the HEDI scale, placing the target average at the 15 point mark and distributing the remaining percentages equally across the HEDI scale. We will use the scaled score on a Regents exam as a 0-100% (percentage score) for the summative assessment percentage.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District goals for similar students.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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
K- Art	District, Regional or BOCES-developed	Regionally Developed K Art Assessment
1-Art	District, Regional or BOCES-developed	Regionally Developed 1st Grade Art Assessment
2- Art	District, Regional or BOCES-developed	Regionally Developed 2nd Grade Art Assessment
3- Art	District, Regional or BOCES-developed	Regionally Developed 3rd Grade Assessment
4- Art	District, Regional or BOCES-developed	Regionally Developed 4th Grade Art Assessment
5-Art	District, Regional or BOCES-developed	Regionally Developed 5th Grade Art Assessment
K-Music	District, Regional or BOCES-developed	Regionally Developed K Music Assessment
1-Music	District, Regional or BOCES-developed	Regionally Developed 1st Grade Music Assessment
2-Music	District, Regional or BOCES-developed	Regionally Developed 2nd Grade Muic Assessment
3-Music	District, Regional or BOCES-developed	Regionally Developed 3rd Grade Muic Assessment
4-Music	District, Regional or BOCES-developed	Regionally Developed 4th Grade Muic Assessment

5-Music	District, Regional or BOCES-developed	Regionally Developed 5th Grade Music Assessment
K-Physical Education	District, Regional or BOCES-developed	Elmira Height Developed K Physical Education Assessment
1-Physical Education	District, Regional or BOCES-developed	Elmira Height Developed 1st Grade Physical Education Assessment
2-Physical Education	District, Regional or BOCES-developed	Elmira Height Developed 2nd Grade Physical Education Assessment
3-Physical Education	District, Regional or BOCES-developed	Elmira Height Developed 3rd Grade Physical Education Assessment
4-Physical Education	District, Regional or BOCES-developed	Elmira Height Developed 4th Grade Physical Education Assessment
5-Physical Education	District, Regional or BOCES-developed	Elmira Height Developed 5th Grade Physical Education Assessment
K-Library	District, Regional or BOCES-developed	Elmira Height Developed k Library Assessment
1-Library	District, Regional or BOCES-developed	Elmira Height Developed 1st Grade Library 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 shall write an SLO for the entire grade level enrollment. We will then apply the formula of 1/2 the growth to 100 for each individual student in the grade level. We will then take the target average and integrate it in to the HEDI scale, placing the target average at the 15 point mark and distributing the remaining percentages equally across the HEDI scale. We will use the scaled score on a Regents exam as a 0-100% (percentage score) for the summative assessment percentage.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District goals for similar students.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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)

[assets/survey-uploads/5364/126064-avH4IQNZMh/Form 2.10 All Other Courses Sept 13.doc](#)

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/5364/126064-TXEttx9bQW/Form 2.11 HEDI Tables or Graphics Sept 6.doc

2.12) Locally Developed Controls

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

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

Locally Developed Controls

The following adjustments, controls or other special considerations shall be used in setting targets for comparable growth targets:

Special Consideration Rational

Prior Academic History Mutiple years of academic achievement data are significant predictors of student success. Utilizing this data on academic history, the expectation would be to see similar growth patterns.

Students with Disabilities In addition to academic history and length of enrollement, the achievement of individual education plan goals should be considered.

English Language Learners In addition to academic history and length of enrollement we would need to consider the ESL students progression towards diminishing their need for ESL services.

Process for Adjusting Targets

- 1. Individual students from the categories above will be identified by the teacher.*
- 2. The teacher and administrator (or designee) shall review pertinent data.*
- 3. Teacher and administrator will agree to a reasonable target adjustment.*
- 4. Adjusted target shall be changed on class course document.*

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)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 4th Grade ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 5th Grade ELA Assessment

6	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 6th Grade ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 7th Grade ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 8th Grade 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 write a local growth goal for their entire class/course based on individual student growth. The individual student growth targets will come from the Growth Target by Band Chart. It is the expectation that 80% of students will make their growth targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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	Elmira Heights District Developed 4th Grade Math Assessment
5	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 5th Grade Math Assessment
6	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 6th Grade Math Assessment
7	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 7th Grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 8th Grade Math Assessment

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

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

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 write a local growth goal for their entire class/course based on individual student growth. The individual student growth targets will come from the Growth Target by Band Chart. It is the expectation that 80% of students will make their growth targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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/5139/126065-rhJdBgDruP/Form 3.3 Local Growth Goal Process with 15 point scale Sept 13 3.3.docx

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	Elmira Heights District Developed K ELA Assessment
1	5) District, regional, or BOCES-developed assessments	Elmira Heights District Developed 1st Grade ELA Assessment
2	5) District, regional, or BOCES-developed assessments	Elmira Heights District Developed 2nd Grade ELA Assessment
3	5) District, regional, or BOCES-developed assessments	Elmira Heights District Developed 3rd Grade 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 write a local growth goal for their entire class/course based on individual student growth. The individual student growth targets will come from the Growth Target by Band Chart. It is the expectation that 80% of students will make their growth targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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	Elmira Heights District Developed K Grade Math Assessment
1	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 1st Grade Math Assessment
2	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 2nd Grade Math Assessment
3	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 3rd Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will write a local growth goal for their entire class/course based on individual student growth. The individual student growth targets will come from the Growth Target by Band Chart. It is the expectation that 80% of students will make their growth targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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	Elmira Heights District Developed 6th Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Regionally Developed 7th Grade Science Assessment
8	5) District, regional, or BOCES–developed assessments	Regionally Developed 8th Grade Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will write a local growth goal for their entire class/course based on individual student growth. The individual student growth targets will come from the Growth Target by Band Chart. It is the expectation that 80% of students will make their growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving below the target goal set.

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

Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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	Elmira Heights District Developed 6th Grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 7th Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed 7th Grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will write a local growth goal for their entire class/course based on individual student growth. The individual student growth targets will come from the Growth Target by Band Chart. It is the expectation that 80% of students will make their growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Regionally Developed Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Regionally Developed Global II Assessment
American History	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will write a local growth goal for their entire class/course based on individual student growth. The individual student growth targets will come from the Growth Target by Band Chart. It is the expectation that 80% of students will make their growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed Earth Science Assessment

Chemistry	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will write a local growth goal for their entire class/course based on individual student growth. The individual student growth targets will come from the Growth Target by Band Chart. It is the expectation that 80% of students will make their growth targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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	Elmira Heights District Developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed Algebra 2 Assessment

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

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

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 write a local growth goal for their entire class/course based on individual student growth. The individual student growth targets will come from the Growth Target by Band Chart. It is the expectation that 80% of students will make their growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Regionally Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Regionally Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Elmira Heights District Developed Grade 11 ELA Assessment

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

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

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 write a local growth goal for their entire class/course based on individual student growth. The individual student growth targets will come from the Growth Target by Band Chart. It is the expectation that 80% of students will make their growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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
K-Art	5) District/regional/BOCES–developed	Regionally Developed K Art Assessment
1-Art	5) District/regional/BOCES–developed	Regionally Developed 1st Grade Art Assessment
2-Art	5) District/regional/BOCES–developed	Regionally Developed 2nd Grade Art Assessment
3-Art	5) District/regional/BOCES–developed	Regionally Developed 3 Grade Art Assessment
4-Art	5) District/regional/BOCES–developed	Regionally Developed 4th Grade Art Assessment
5-Art	5) District/regional/BOCES–developed	Regionally Developed 5th Grade Art Assessment
K-Music	5) District/regional/BOCES–developed	Regionally Developed KMusic AssessmentLocal Summative Assessment
1-Music	5) District/regional/BOCES–developed	Regionally Developed 1st Grade Music Assessment
2-Music	5) District/regional/BOCES–developed	Regionally Developed 2nd Grade Music Assessment
3-Music	5) District/regional/BOCES–developed	Regionally Developed 3rd Grade Music Assessment
4-Music	5) District/regional/BOCES–developed	Regionally Developed 4th Grade Music Assessment
5-Music	5) District/regional/BOCES–developed	Regionally Developed 5th Grade Mucis Assessment
K-Physical Education	5) District/regional/BOCES–developed	Elmira Heights District Developed K Physical Education Assessment
1-Physical Education	5) District/regional/BOCES–developed	Elmira Heights District Developed Grade 1st Grade Physical Education Assessment
2-Physical Education	5) District/regional/BOCES–developed	Elmira Heights District Developed 2nd Grade Physical Education Assessment
3-Physical Education	5) District/regional/BOCES–developed	Elmira Heights District Developed 3rd Grade Phycial Education Assessment
4-Physical Education	5) District/regional/BOCES–developed	Elmira Heights District Developed 4th Grade Physical Education Assessment

5-Physical Education	5) District/regional/BOCES–developed	Elmira Heights District Developed 5th Grade Physical Education Assessment
K-Library	5) District/regional/BOCES–developed	Elmira Heights District Developed Grade K Library Assessment
1-Library	5) District/regional/BOCES–developed	Elmira Heights District Developed Grade 1st Grade Library 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 write a local growth goal for their entire class/course based on individual student growth. The individual student growth targets will come from the Growth Target by Band Chart. It is the expectation that 80% of students will make their growth targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well above the target goal set.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving slightly above, at, or slightly below the target goal set.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving below the target goal set.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall be assigned by the percentage of the class average achieving well below the target goal set.

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)

[assets/survey-uploads/5139/126065-Rp0Ol6pk1T/Form 3.12_All Other Courses.docm](#)

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/5139/126065-y92vNseFa4/Local SLO Process with 20 point scale 3.13_1.docx](#)

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.

Locally Developed Controls

The following adjustments, controls or other special considerations shall be used in setting targets for comparable growth targets:

Special Consideration Rational

Prior Academic History Multiple years of academic achievement data are significant predictors of student success. Utilizing this data on academic history, the expectation would be to see similar growth patterns.

Students with Disabilities In addition to academic history and length of enrollment, the achievement of individual education plan goals should be considered.

English Language Learners In addition to academic history and length of enrollment we would need to consider the ESL students progression towards diminishing their need for ESL services.

Process for Adjusting Targets

- 1. Individual students from the categories above will be identified by the teacher.*
- 2. The teacher and administrator (or designee) shall review pertinent data.*
- 3. Teacher and administrator will agree to a reasonable target adjustment.*
- 4. Adjusted target shall be changed on class course document.*

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.

Multiple locally selected measure scores will be averaged together and prorated proportionate to the numbers of students represented in each locally selected measures.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent. Checked

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, May 08, 2012

Updated Thursday, September 06, 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.)

Marzano's Causal Teacher Evaluation Model

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

Option 1 Tenured Teachers and All Probationary Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
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	0

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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/5091/126066-2UoxI2HPmn/Form 4_2_Points Within Other Measures.doc

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.

Option I

Using the Marzano Rubric, teachers shall be evaluated on a minimum of twenty (20) elements per year, with all sixty (60) elements documented in a three year cycle. All teaching standards must be represented within the twenty (20) elements annually. Evidence shall be gathered through multiple classroom observations as well as teacher or administrator submitted sources of evidence. Of the twenty(20) elements annually, ten (10) are teacher selected and ten (10) are administrator selected. However, all twenty (20) shall be evaluated and rated, on a zero to four (0-4) scale by the administrator, in consultation with the teacher. An average rating from the twenty (20) elements will be applied to a sixty (60 pt)HEDI scale conversion chart.

Option II

Using the Marzano Rubric, teachers shall be evaluated on a minimum of twenty (20) elements per year, with all sixty (60) elements documented in a three year cycle. All teaching standards must be represented within the twenty (20) elements annually. Evidence shall be gathered through multiple classroom observations as well as teacher or administrator submitted sources of evidence. Of the twenty(20) elements annually, ten (10) are teacher selected and ten (10) are administrator selected. However, all twenty (20) shall be evaluated and rated, on a zero to four (0-4) scale by the administrator, in consultation with the teacher. An average rating from the twenty (20) elements will be applied to a forty (40 pt)HEDI scale conversion chart. The other twenty (20) points shall be based on other measures (Peer Coaching/Mentoring, Portfolio, Teacher as Researcher). If a teacher chooses any of these options, the teacher must follow the agreements to complete the necessary work for the option selected. Teachers will receive an average rating from a four (4) point rubric, which will then be applied to a twenty (20) point conversion chart. The scores from the forty (40) point and twenty (20) point conversion charts shall be combined for an overall HEDI score of up to sixty (60) points.

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

[assets/survey-uploads/5091/126066-eka9yMJ855/APPR Other Measures Tables and Graphs.docx](#)

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.	Overall evaluation ratings reflect exceptional evidence exceeding NYS Teaching Standards. Teachers in this category represent leaders in applying teaching standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall evaluation ratings show evidence of meeting NYS Teaching Standards. Teachers in this category identify and demonstrate the teaching standards within their profession.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall evaluation ratings show evidence of needing improvement in order to meet NYS Teaching Standards. Teachers in this category can identify the teaching standards, but do consistently apply all teaching standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall evaluation ratings show lack of evidence in order to meet NYS Teaching Standards. Teachers in this category demonstrate some of the teaching standards apply some in their work.

Provide the ranges for the 60-point scoring bands.

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

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?

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person
-

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

- Not Applicable
-

5. Composite Scoring (Teachers)

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Updated Saturday, June 30, 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 Tuesday, May 08, 2012

Updated Friday, September 07, 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/5265/126068-Df0w3Xx5v6/TIP PLAN.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

Only employees who receive a "developing" or "ineffective" overall rating on the Annual Professional Performance Review may process an appeal.

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

- 1. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- 2. The adherence to the Commissioner's regulations, as applicable to such reviews;*
- 3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 4. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.*

Prohibition for More Than One Appeal:

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Timeframe for Filing Appeal

All appeals must be submitted in writing on the Evaluation Appeal Forms (Appendix O) no later than 15 calendar days of the date when the teacher receives their annual professional performance review. Prior to filing of an appeal the teacher shall have the option to request a conference, within five (5) business days or a date mutually agreed upon by both parties, of receiving their Annual Professional Review rating, with the District Certified Administrator that completed their evaluation. Such five (5) days are included in the fifteen (15) day timeline for filing an appeal. The conference shall be an informal meeting wherein the authoring administrator and the teacher with optional Union representation, are able to discuss the evaluation procedure and/or substantive content at issue. If the teacher is not satisfied with the outcome he/she may proceed with a formal appeal.

If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Timeframe for District Response:

Within fifteen (15) calendar days of receipt of an appeal, the District Certified who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district and any and all additional information submitted with the response, at the same time the school district files its response.

Decision-Maker on Appeal:

A decision shall be rendered by the Superintendent of schools except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the Board of Education, shall appoint another person to decide the appeal.

Appeals Decision

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

Specifically:

- The Superintendent is empowered to overturn a section of the evaluation. Said ability to overturn a section of the evaluation does not negate the fact that the evaluation was timely completed.*
- The Superintendent is empowered to overturn the entire evaluation if the evaluation was procedurally flawed.*
- The Superintendent is empowered to overturn a section or the entire evaluation and require a course of action so as to enhance the professional growth of the employee.*
- The Superintendent is empowered to affirm the evaluation and require a course of action so as to enhance the professional growth of the employee.*
- The Superintendent is empowered to affirm the evaluation.*

Exclusivity of Section 3012-c Appeal Procedure:

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law. (Appendix P)

APPENDIX P EVALUATION APPEALS FORM

- Submit the signed and completed form to the Superintendent of Schools and the Association President within five (15) working days of receiving the evaluation you are appealing.*

1. Evaluation Appeal Information

By submitting this evaluation appeal form, I request the Superintendent or District Superintendent designee to review the evaluation attached to determine if the evaluation in question should be affirmed or overturned.

Member Name (please print):

Member Title: Member Building:

Authoring Administrator Name Administrator Title

Date of Observation: Date Member received Evaluation Results from Administrator:

Type of Observation Appealed: Date Appeal Submitted:

Type of Appeal (check box that applies)

If you are appealing more than one observation category use additional forms

0 Procedural Appeal

Explanation of why member believes the evaluation is procedurally flawed. Please include specific information

0 Substantive Appeal

The category being appealed is:

0 Content knowledge 0 Preparation 0 Instruction Delivery 0 Classroom Management

0 Student Development 0 Student Assessment 0 Student Growth 0 Collaborative
0 Reflective and Responsive Practice

Rating being appealed:
Developing Ineffective

What do you believe the rating should have been?
Highly effective Effective Developing

Explain why you believe the observation should be reviewed:

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.

Required Evaluation Training and Certification:

- 1.) *The District will certify Lead Evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation. Lead Evaluators are defined as District administrators.*
- 2.) *The District will provide training to Evaluators and Lead Evaluators through the GST BOCES RTTT Evaluator Training program with multiple training dates to be held throughout the 2012-13 school year.*
- 3.) *Through bi-monthly meetings of the Administrative Leadership Team, the team of evaluators will continue working to build inter-rater reliability. We will seek out additional opportunities through BOCES and other resources to continue to build inter-rater reliability.*
- 4.) *The District will continue to provide on-going training for Evaluators and Lead Evaluators through GST BOCES RTTT Evaluator Training program with multiple offerings throughout the school year on more advanced levels of the nine components under 3012-c Commissioner's Regulations, as well as more in-depth work toward interrater reliability.*
- 5.) *The Board of Education will recertify each evaluator annually by resolution.*

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 Tuesday, May 08, 2012

Updated Friday, September 07, 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):

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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

See Teacher Section 2.12

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)

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Updated Thursday, September 13, 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
K-5	(d) measures used by district for teacher evaluation	All K-5 Elmira Heights District and Regionally Developed Assessments
6-8	(d) measures used by district for teacher evaluation	All 6-8 Elmira Heights District and Regionally Developed Assessments
9-12	(d) measures used by district for teacher evaluation	All 9-12 Elmira Heights District and Regionally Developed Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	We are connecting the Principal's score to the overall percentage of student growth for each teacher. Our rationale for doing so is to share the common goal for increasing student achievement through effective instructional practices. The level of effectiveness of a teacher is influenced by solid leadership provided by the building principal, with the ultimate measure being documented student growth which will lead to higher overall student achievement.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall represent exceptionally high overall school wide growth.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall represent overall school wide growth slightly above or slightly below targets goals set.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall represent overall school wide growth below the target goal set.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Points shall represent overall school wide growth well below the target goal set.

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

(No response)

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

assets/survey-uploads/5366/126070-qBFVOWF7fC/Form 8.1 Principal Value Added with 15 Point Scale Sept 13 (15point).docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Locally Developed Controls

The following adjustments, controls or other special considerations shall be used in setting targets for comparable growth targets:

Special Consideration Rational

Prior Academic History Multiple years of academic achievement data are significant predictors of student success. Utilizing this data on academic history, the expectation would be to see similar growth patterns.

Students with Disabilities In addition to academic history and length of enrollment, the achievement of individual education plan goals should be considered.

English Language Learners In addition to academic history and length of enrollment we would need to consider the ESL students progression towards diminishing their need for ESL services.

Process for Adjusting Targets

- 1. Individual students from the categories above will be identified by the teacher.*
- 2. The teacher and administrator (or designee) shall review pertinent data.*
- 3. Teacher and administrator will agree to a reasonable target adjustment.*
- 4. Adjusted target shall be changed on class course document.*

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.

NA WE are only using one measure per Principal.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 08, 2012

Updated Tuesday, September 11, 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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Using the Multidimensional Principal Performance Rubric, each ISSLC standard will be evaluated on a scale of 0-4. Each sub-category under standards 1 through 6 shall be assigned a rating from 0-4. An average composite score will be generated, based on the eighteen sub-components of the Multidimensional Principal Performance Rubric

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/5143/126071-pMADJ4gk6R/Form 9.7 Process for Assigning Principals other 60 points.docx

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.	Points shall represent exceptionally high overall school wide growth.
Effective: Overall performance and results meet standards.	Points shall represent overall school wide growth slightly above or slightly below targets goals set.
Developing: Overall performance and results need improvement in order to meet standards.	Points shall represent overall school wide growth below the target goal set.
Ineffective: Overall performance and results do not meet standards.	Points shall represent overall school wide growth well below the target goal set.

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)

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Updated Friday, September 07, 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 Tuesday, May 08, 2012

Updated Friday, September 07, 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/5276/126073-Df0w3Xx5v6/Principal Improvement Plan.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:

Appeals Process

Only principals who receive a "developing" or "ineffective" overall rating on the Annual Professional Performance Review may process an appeal. Timeliness of the appeals process shall be ensured by expeditious filing and response to an appeal, as outlined in the process to follow.

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

- 1. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- 2. The adherence to the Commissioner's regulations, as applicable to such reviews;*
- 3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*

Prohibition for More Than One Appeal:

A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Timeframe for Filing Appeal

All appeals must be submitted in writing on the Evaluation Appeal Forms (Appendix O) no later than fifteen (15) calendar days of the date when the principal receives their annual professional performance review. Prior to filing of an appeal the principal shall have the option to request a conference, within five (5) business days or a date mutually agreed upon by both parties, of receiving their Annual Professional Review rating, with the District Certified Administrator Evaluator that completed their evaluation. Such five (5) days are included in the fifteen (15) day timeline for filing an appeal. The conference shall be an informal meeting wherein the authoring administrator and the principal, with optional Union representation, are able to discuss the evaluation procedure and/or substantive content at issue. If the principal is not satisfied with the outcome he/she may proceed with a formal appeal.

If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Timeframe for District Response:

Within ten(10) calendar days of receipt of an appeal, the District Certified Administrator Evaluator who issued the performance review or was responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal, to the District Superintendent of the GST BOCES. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district with the District Superintendent of the GST BOCES and any and all additional information submitted with the response, at the same time the school district files its response.

Decision-Maker on Appeal:

A written decision shall be rendered by the District Superintendent of the GST BOCES based on the merits of the appeal shall be rendered no later than thirty (30) calendar days from the date upon which the Principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a

rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

Specifically:

- The District Superintendent is empowered to overturn a section of the evaluation. Said ability to overturn a section of the evaluation does not negate the fact that the evaluation was timely completed.
- The District Superintendent is empowered to overturn the entire evaluation if the evaluation was procedurally flawed.
- The District Superintendent is empowered to overturn a section or the entire evaluation and require a course of action so as to enhance the professional growth of the employee.
- The District Superintendent is empowered to affirm the evaluation and require a course of action so as to enhance the professional growth of the employee.
- The District Superintendent is empowered to affirm the evaluation.

Exclusivity of Section 3012-c Appeal Procedure:

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

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.

Throughout 2011-12 and the summer of 2012, our evaluators received a blend of trainings, predominantly through the GST BOCES. The GST BOCES courses include training in all nine required components of the New York State Commissioner's Regulations §30-2.9 taught by members of our RTTT Network Team who attend Network Team Institutes sponsored by NYSED in Albany and turnkey them locally.

Additionally, we have and will continue to participate in webinars and workshops from other sources such as NYSED and NYSCOSS. Our evaluators participate in the trainings we offer our teaching staff on the rubric selected. Our evaluators have access to resources related to the Marzano rubric and the use of the rubric and continue to work as an Instructional Leadership Team to maintain and increase inter-rater reliability through multiple practice sessions. Deeper understanding is provided through training infused in our regional Superintendent Council Meetings, Principal meetings, regional trainings on components of the APPR system through our RTTT Network Team and our own administrative leadership meetings.

GST BOCES will continue offering more training sessions on the APPR system as NYSED resources become available. Our evaluators will participate in those trainings.

New evaluators hired throughout the year shall attend trainings offered through our GST BOCES and also shall participate in the on-going training in district Administrative Leadership Team meetings.

All of the evaluators shall be certified by the Board of Education of the Elmira Heights CSD. Our BOE certified current evaluators, by resolution, at our July 3, 2012 Board of Education Meeting and we will continue to certify all evaluators annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, May 08, 2012

Updated Thursday, September 13, 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/5581/126074-3Uqgn5g9Iu/District Certification Form Sept 13.pdf](assets/survey-uploads/5581/126074-3Uqgn5g9Iu/District%20Certification%20Form%20Sept%2013.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.

Form 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
	2- Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 2 nd Grade Assessment
	3- Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 3 rd Grade Assessment
	4- Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 4th Grade Assessment
	5- Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 5th Grade Assessment

Course(s) or Subject(s)	Option	Assessment
Special Education Direct Consult Reading	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level ELA Assessment
Special Education Direct Consult Math	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level Math Assessment
Special Education Direct Consult Writing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level ELA Assessment
Special Education Resource Room Pull-Out	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level ELA and/or Math Assessment

Course(s) or Subject(s)	Option	Assessment
Special Education Resource Room Push-In	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level ELA and/or Math Assessment
Special Education 15-1 ELA	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level ELA Assessment
Special Education 15-1 Math	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level Math Assessment
Reading- Push-In K-2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed k-2 Reading Assessment
Reading Push-In 3 rd Grade	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 3 rd Grade ELA Assessment

Course(s) or Subject(s)	Option	Assessment
AIS- Math K-2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed k-2 Math Assessment

AIS- Math 3	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 3 rd Grade Math Assessment
AIS- Math 4	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 4 th Grade Math Assessment

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Course(s) or Subject(s)	Option	Assessment
AIS- Math 5	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 5th Grade Math Assessment
AIS- Math 6	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 6th Grade Math Assessment
AIS- Math 7	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 7th Grade Math Assessment
AIS- Math 8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 8th Grade Math Assessment

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Course(s) or Subject(s)	Option	Assessment
AIS- ELA K-2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed k-2 ELA Assessment
AIS-ELA 3	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 3 rd Grade ELA Assessment
AIS-ELA 4	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 4 th Grade ELA Assessment
AIS-ELA 5	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 5th Grade ELA Assessment

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Course(s) or Subject(s)	Option	Assessment
AIS-ELA 6	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 6th Grade ELA Assessment
AIS-ELA 7	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 7 th Grade ELA Assessment
AIS-ELA 8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 8 th Grade ELA Assessment

Course(s) or Subject(s)	Option	Assessment
Art Grade 7	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed 7 th Grade Art Assessment

Course(s) or Subject(s)	Option	Assessment
Physical Education Grade 6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 6 th Grade Physical Education Assessment
Physical Education Grade 7	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 7 th Grade Physical Education Assessment

Physical Education Grade 8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 8 th Grade Physical Education Assessment
General Music	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed General Music Assessment

Course(s) or Subject(s)	Option	Assessment
Concert Band	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Concert Band Assessment
Symphonic Band	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Symphonic Band Assessment

Concert Choir	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Concert Choir Assessment
Health	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Health Assessment

Course(s) or Subject(s)	Option	Assessment
Family and Consumer Science	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Family and Consumer Science Assessment
Technology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Technology Assessment
Spanish 7	<input type="radio"/> State Assessment	Elmira Heights

	<input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Developed Spanish 7 Assessment
Spanish 8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Spanish Grade 8 Assessment

Course(s) or Subject(s)	Option	Assessment
Physical Education 9-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 9-12 Assessment
Spanish 1	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Spanish 1 Assessment
Spanish 2	<input type="radio"/> State Assessment	Regionally

	<input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Developed Spanish 2 Assessment
Spanish 3	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Spanish 3 Assessment

Course(s) or Subject(s)	Option	Assessment
Spanish 4	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Spanish 4 Assessment
Participation in Government	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed P.I.G. Assessment
Economics	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Elmira Heights Developed Economics



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Assessment
Integrated Science	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Integrated Science Assessment

Course(s) or Subject(s)	Option	Assessment
Business Applications	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Business Application Assessment
Ace-Professionalism	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed ACE-Professionalism Assessment
Computer Applications	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Elmira Heights Developed Computer



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Application Assessment
Sports Marketing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Sports Marketing Assessment

Course(s) or Subject(s)	Option	Assessment
Studio Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Studio Art Assessment
2-D Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed 2-D Art Assessment
Advanced 3-D Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Regionally Developed Advanced 3-D



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Art Assessment
Ace-Accounting	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed ACE-Accounting Assessment

Course(s) or Subject(s)	Option	Assessment
Advanced PE	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Advanced Physical Education Assessment
Pre-Calculus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Pre-Calculus Assessment
Applied Math IV	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Elmira Heights Developed Applied Math



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	IV Assessment
Honors Integrated Geometry	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Honors Integrated Geometry Assessment

Course(s) or Subject(s)	Option	Assessment
Honors Trigonometry/Advanced Algebra	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Honors Trig/Advance Algebra Assessment
Honors Pre-Calculus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Honors Pre-Calculus Assessment
AP- Calculus	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment	Elmira Heights Developed AP Calculus



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Assessment
AP- Statistics	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed AP Statistics Assessment

Course(s) or Subject(s)	Option	Assessment
AP- Biology	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed AP Biology Assessment
Era of the Civil War	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Era of the Civil War Assessment
World War II History	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Elmira Heights Developed World War II



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Assessment
English 12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed English 12 Assessment

Course(s) or Subject(s)	Option	Assessment
ACE- English I	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed ACE-English I Assessment
ACE- English II	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed ACE English II Assessment
English Seminar	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Elmira Heights Developed English



	<ul style="list-style-type: none"> <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Seminar Assessment
ACE- First Year Experience	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Elmira Heights Developed ACE-First Year Experience 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.

<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.</p>	
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	

2.11 HEDI Tables or Graphics.

NYS SLO Writing Process for all course and classes not receiving a State Provide Growth Measure (SPG).

1. Enter your student's pre-assessment scores on your class/course roster.
2. Calculate each students individual target using the half the distance to 100 process.
3. Calculate a total class/course pre-assessment average score.
4. Calculate a total class/course target average score.
5. Choose the corresponding HEDI chart for that Class/course target average.
6. Enter your student's summative assessment (district, regional, or BOCES development assessment, NYS Test Score, or Regents score) on to the class/course roster.
 - Grade 3 Math and ELA teachers please use the corresponding Raw Score Conversion Chart to get a summative assessment percentage
 - Grade 8 Science teachers please use the State Raw Score as your summative assessment percentage
 - Teachers with corresponding Regents exams, please use the scaled score as a summative assessment percentage
7. Calculate the total class/course class summative average.
8. Refer to the HEDI Chart (determined in step 4) to find your HEDI score.

See Sample:

Student Name	Pre-Assessment Score	Half the Distance to 100 Target	Summative Assessment Score
Student #1	69	84.5	97
Student #2	43	71.5	63
Student #3	80	90	91
Student #4	57	78.5	72
Student #5	35	67.5	75
	56.8 average Pre-Assessment Score	78.4 Half to 100 Average Score	79.6 Average Summative Assessment Score

Class/Course Average=60%

Class/Course target =80%

3rd Grade MATH Raw Score Conversion Chart

0-469	470-474	475-479	480-484	485-487	488-491	492-496	497-500	501-505	506-509	510-514
0%	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%

515-518	519-523	524-527	528-532	533-536	537-541	542-545	546-550	551-554	555-559
11%	12%	13%	14%	15%	16%	17%	18%	19%	20%

560-563	564-568	569-572	573-577	578-581	582-586	587-590	591-595	596-599	600-604
21%	22%	23%	24%	25%	26%	27%	28%	29%	30%

605-608	609-613	614-617	618-622	623-626	627-631	632-636	637-641	642-646	647-651
31%	32%	33%	34%	35%	36%	37%	38%	39%	40%

652-656	657-661	662	663	664	665	666	667	668	669
41%	42%	43%	44%	45%	46%	47%	48%	49%	50%

670	671	672	673	674	675	676	677	678	679
51%	52%	53%	54%	55%	56%	57%	58%	59%	60%

680	681	682	683	684	685	686	687	688	689
61%	62%	63%	64%	65%	66%	67%	68%	69%	70%

690	691	692	693	694	695	696	697	698	699
71%	72%	73%	74%	75%	76%	77%	78%	79%	80%

700	701	702	703	704	705	706	707-711	712-716	717-722
81%	82%	83%	84%	85%	86%	87%	88%	89%	90%

723-728	729-734	735-740	741-746	747-752	753-757	758-761	762-765	766-769	770
91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

3rd Grade ELA Raw Score Conversion Chart

0-474	475-479	480-484	485-489	490-495	496-500	501-505	506-510	511-515	516-521	522-526
0%	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%
527-531	532-536	537-541	542-546	547-551	552-556	557-562	563-567	568-572	573-577	
11%	12%	13%	14%	15%	16%	17%	18%	19%	20%	
578-580	581-583	584-586	587-588	589-590	591-592	593-594	595-596	597-598	599-600	
21%	22%	23%	24%	25%	26%	27%	28%	29%	30%	
601-602	603-604	605-607	608-610	611-613	614-616	617-619	620-622	623-625	626-628	
31%	32%	33%	34%	35%	36%	37%	38%	39%	40%	
629-631	632-634	635-637	638-640	641-643	644	645	646	647	648	
41%	42%	43%	44%	45%	46%	47%	48%	49%	50%	
649	650	651	652	653	654	655	656	657	658	
51%	52%	53%	54%	55%	56%	57%	58%	59%	60%	
659	660	661	662	663-664	665-666	667-668	669-670	671-672	673-674	
61%	62%	63%	64%	65%	66%	67%	68%	69%	70%	
675	676	677	678	679	680	681	682	683	684	
71%	72%	73%	74%	75%	76%	77%	78%	79%	80%	
685	686	687	688	689	690	691	692	693	694-701	
81%	82%	83%	84%	85%	86%	87%	88%	89%	90%	
702-709	710-717	718-725	726-733	734-741	742-749	750-757	758-766	767-775	776-780	
91%	92%	93%	94%	95%	96%	97%	98%	99%	100%	

STATE EQUIVALENT GROWTH HEDI SCORE CHARTS for SLO's

0-3% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
81-100%	61-80%	42-60%	23-41%	4-22%	3.0-3.9%	2.8-2.9%	2.6-2.7%	2.4-2.5%	2.2-2.3%	2-2.1%	1.8-1.9%	1.6-1.7%	1.4-1.5%	1.2-1.3%	1-1.1%	.8-.9%	.6-.7%	.4-.5%	.2-.3%	0%

4-6% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
83-100%	64-82%	45-63%	26-44%	7-25%	4-6%	3.9%	3.7-3.8%	3.5-3.6%	3.3-3.4%	3.1-3.2%	2.8-3.0%	2.5-2.7%	2.2-2.4%	1.8-2.1%	1.5-1.7%	1.2-1.4%	.9-1.1%	.6-.8%	.3-.5%	0-.2%

7-9% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
82-100%	64-81%	46-63%	28-45%	10-27%	7-9%	6.5-6.9%	6-6.4%	5.5-5.9%	5-5.4%	4.5-4.9%	4-4.4%	3.5-3.9%	3-3.4%	2.5-2.9%	2-2.4%	1.5-1.9%	1.1-1.4%	.7-1%	.3-.6%	0-.2%

10-12% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100%	67-84%	49-66%	31-48%	13-30%	10-12%	9-9.6%	8.3-8.9%	7.6-8.2%	6.8-7.5%	6.1-6.7%	5.5-6%	4.9-5.4%	4.3-4.8%	3.7-4.2%	3.1-3.6%	2.5-3%	1.9-2.4%	1.3-1.8%	.7-1.2%	0-.6%

13-15% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
83-100%	66-82%	50-65%	33-49%	16-32%	13-15%	12%	11%	10%	9%	8%	7%	6%	5%	4%	3%	2%	1.5-1.9%	.9-1.4%	.4-.8%	0-.3%

16-18% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
84-100%	67-83%	51-66%	35-50%	19-34%	16-18%	14-15%	13%	12%	11%	10%	9%	8%	7%	6%	5%	4%	3%	2%	1%	0%

19-21% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100%	70-85%	54-69%	38-53%	22-37%	19-21%	17-18%	15-16%	13-14%	11-12%	10%	9%	8%	7%	6%	5%	4%	3%	2%	1%	0%

22-24% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100%	70-84%	55-69%	40-54%	25-39%	22-24%	20-21%	18-19%	16-17%	14-15%	12-13%	10-11%	8-9%	7%	6%	5%	4%	3%	2%	1%	0%

25-27% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100%	73-86%	58-72%	43-57%	28-42%	25-27%	23-24%	21-22%	19-20%	17-18%	15-16%	13-14%	11-12%	9-10%	7-8%	5-6%	4%	3%	2%	1%	0%

28-30% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
87-100%	73-86%	59-72%	45-58%	31-44%	28-30%	26-27%	24-25%	22-23%	20-21%	18-19%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	3-2%	1%	0%

31-33% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
88-100%	75-87%	62-74%	48-61%	34-47%	31-33%	29-30%	27-28%	25-26%	23-24%	21-22%	19-20%	17-18%	15-16%	13-14%	11-12%	9-10%	7-8%	5-6%	3-4%	0-2%

34-36% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
89-100%	76-88%	63-75%	50-62%	37-49%	34-36%	31-33%	28-30%	25-27%	22-24%	20-21%	18-19%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	2-3%	0-1%

37-39% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
88-100%	76-87%	64-75%	52-63%	40-51%	37-39%	34-36%	31-33%	28-30%	25-27%	22-24%	19-21%	16-18%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	2-3%	0-1%

40-42% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100%	79-89%	67-78%	55-66%	43-54%	40-42%	37-39%	34-36%	31-33%	28-30%	25-27%	22-24%	19-21%	16-18%	13-15%	10-12%	8-9%	6-7%	4-5%	2-3%	0-1%

43-45% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100%	79-89%	68-78%	57-67%	46-56%	43-45%	40-42%	37-39%	34-36%	31-33%	28-30%	25-27%	22-24%	19-21%	16-18%	13-15%	10-12%	7-9%	4-6%	2-3%	0-1%

46-48% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100%	79-89%	69-78%	59-68%	49-58%	46-48%	43-45%	40-42%	37-39%	34-36%	31-33%	28-39%	25-27%	22-24%	19-21%	16-18%	13-15%	10-12%	7-9%	4-6%	0-3%

49-51% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100%	81-90%	71-80%	61-70%	52-60%	49-51%	47-50%	43-46%	39-42%	35-38%	31-34%	28-30%	25-27%	22-24%	19-21%	16-18%	13-15%	10-12%	7-9%	4-6%	0-3%

52-54% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100%	82-90%	73-81%	64-72%	55-63%	52-54%	48-51%	44-47%	40-43%	36-39%	32-35%	29-31%	25-28%	22-24%	19-21%	16-18%	13-15%	10-12%	7-9%	4-6%	0-3%

55-57% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100%	85-92%	76-84%	67-75%	58-66%	55-57%	51-54%	47-50%	43-46%	39-42%	35-38%	31-34%	27-30%	23-26%	19-22%	16-18%	13-15%	10-12%	7-9%	4-6%	0-3%

58-60% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100%	85-92%	77-84%	69-76%	61-68%	58-60%	54-57%	50-53%	46-49%	42-45%	38-41%	34-37%	30-33%	26-29%	22-25%	18-21%	14-17%	10-13%	7-9%	4-6%	0-3%

61-63% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100%	85-92%	78-84%	71-77%	64-70%	61-63%	57-60%	53-56%	49-52%	45-48%	41-44%	37-40%	33-36%	29-32%	25-28%	21-24%	17-10%	13-16%	9-12%	5-8%	0-4%

64-66% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	88-94%	81-87%	74-80%	67-73%	64-66%	59-63%	54-58%	49-53%	45-48%	41-44%	37-40%	33-36%	29-32%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

67-69% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100%	88-93%	82-87%	76-81%	70-75%	67-69%	62-66%	57-61%	52-56%	47-51%	42-46%	37-41%	32-36%	28-31%	24-27%	20-23%	16-19%	12-15%	8-11%	4-7%	0-3%

70-72% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	89-94%	83-88%	78-82%	73-77%	70-72%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	16-19%	12-15%	8-11%	4-7%	0-3%

73-75% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	86-90%	81-85%	76-80%	73-75%	69-72%	65-68%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	5-9%	0-4%

76-78% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	87-90%	83-86%	79-82%	76-78%	71-75%	66-70%	61-65%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	25-30%	19-24%	13-18%	7-12%	6-11%	0-5%

79-81% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	89-92%	85-88%	82-84%	79-81%	73-78%	67-72%	61-66%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	6-10%	0-5%

82-84% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	95-97%	92-94%	89-91%	85-88%	82-84%	76-81%	70-75%	64-69%	58-63%	52-57%	46-51%	41-45%	36-40%	31-35%	25-30%	20-24%	15-19%	10-14%	5-9%	0-4%

85-87% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	95-97%	92-94%	90-91%	88-89%	85-87%	79-84%	73-78%	67-72%	61-66%	55-60%	49-54%	43-48%	37-42%	31-36%	25-30%	20-24%	15-19%	10-14%	5-9%	0-4%

88-90% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	95-96%	93-94%	91-92%	88-90%	82-87%	76-81%	70-75%	65-69%	59-64%	53-58%	47-52%	41-46%	35-40%	29-34%	23-28%	17-22%	11-16%	5-10%	0-4%

91-93% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	96%	95%	94%	91-93%	85-90%	79-84%	73-78%	67-72%	61-66%	55-60%	49-54%	43-48%	37-42%	31-36%	25-30%	19-24%	13-18%	7-12%	0-6%

94-96% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99%	98.5%	98%	97.5%	94-96%	87-93%	80-86%	73-79%	66-7%	60-65%	54-59%	48-53%	42-47%	36-41%	30-35%	24-29%	18-23%	12-17%	6-11%	0-5%

97-99% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99.8%	99.6%	99.4%	99.2%	97-99%	90-96%	83-89%	76-82%	69-75%	62-68%	55-61%	48-54%	42-47%	36-41%	30-35%	24-29%	18-23%	12-17%	6-11%	0-5%

100% HEDI CHART

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	100%	100%	100%	100%	100%	93-99%	86-92%	79-85%	72-78%	65-71%	58-64%	51-57%	44-50%	37-43%	30-36%	24-29%	18-23%	12-17%	6-11%	0-5%

Growth Target by Band (3.3)

1. Enter your student's pre-assessment scores on your class/course roster.
2. Calculate each student's individual target using the growth target to band chart.
3. Enter your student's summative assessment score on your class/course roster.
4. Calculate the number and percentage of students who met their target.
5. Refer to the 80% HEDI chart to find your score.

Growth Target by Band Chart				
Performance Level	END:1 0-25	END:2 26-50	END:3 51-75	END:4 76-100
START: 1 0-25	NO	YES	YES	YES
START: 2 26-50	NO	NO	YES	YES
START: 3 51-75	NO	NO	YES	YES
START: 4 76-100	NO	NO	NO	YES

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	86-90%	82-85%	78-81%	73-77%	68-72%	63-67%	55-62%	47-54%	39-46%	31-38%	23-30%	16-22%	8-15%	0-7%

Form 3.12 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
	2- Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 2 nd Grade Assessment
	3- Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 3 rd Grade Assessment
	4- Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 4th Grade Assessment
	5- Library	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 5th Grade Assessment

Course(s) or Subject(s)	Option	Assessment
Special Education Direct Consult Reading	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level ELA Assessment
Special Education Direct Consult Math	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level Math Assessment
Special Education Direct Consult Writing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level ELA Assessment
Special Education Resource Room Pull-Out	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level ELA and/or Math Assessment

Course(s) or Subject(s)	Option	Assessment
Special Education Resource Room Push-In	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level ELA and/or Math Assessment
Special Education 15-1 ELA	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level ELA Assessment
Special Education 15-1 Math	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Grade Level Math Assessment
Reading- Push-In K-2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed k-2 Reading Assessment
Reading Push-In 3 rd Grade	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 3 rd Grade ELA Assessment

Course(s) or Subject(s)	Option	Assessment
AIS- Math K-2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed k-2 Math Assessment

AIS- Math 3	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 3 rd Grade Math Assessment
AIS- Math 4	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 4 th Grade Math Assessment

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Course(s) or Subject(s)	Option	Assessment
AIS- Math 5	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 5th Grade Math Assessment
AIS- Math 6	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 6th Grade Math Assessment
AIS- Math 7	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 7th Grade Math Assessment
AIS- Math 8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 8th Grade Math Assessment

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Course(s) or Subject(s)	Option	Assessment
AIS- ELA K-2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed k-2 ELA Assessment
AIS-ELA 3	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 3 rd Grade ELA Assessment
AIS-ELA 4	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 4 th Grade ELA Assessment
AIS-ELA 5	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 5th Grade ELA Assessment

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Course(s) or Subject(s)	Option	Assessment
AIS-ELA 6	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 6th Grade ELA Assessment
AIS-ELA 7	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 7 th Grade ELA Assessment
AIS-ELA 8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS 8 th Grade ELA Assessment

Course(s) or Subject(s)	Option	Assessment
Art Grade 7	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed 7 th Grade Art Assessment

Course(s) or Subject(s)	Option	Assessment
Physical Education Grade 6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 6 th Grade Physical Education Assessment
Physical Education Grade 7	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 7 th Grade Physical Education Assessment

Physical Education Grade 8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 8 th Grade Physical Education Assessment
General Music	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed General Music Assessment

Course(s) or Subject(s)	Option	Assessment
Concert Band	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Concert Band Assessment
Symphonic Band	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Symphonic Band Assessment

Concert Choir	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Concert Choir Assessment
Health	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Health Assessment

Course(s) or Subject(s)	Option	Assessment
Family and Consumer Science	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Family and Consumer Science Assessment
Technology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Technology Assessment
Spanish 7	<input type="radio"/> State Assessment	Elmira Heights

	<input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Developed Spanish 7 Assessment
Spanish 8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Spanish Grade 8 Assessment

Course(s) or Subject(s)	Option	Assessment
Physical Education 9-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed 9-12 Assessment
Spanish 1	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Spanish 1 Assessment
Spanish 2	<input type="radio"/> State Assessment	Regionally

	<input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Developed Spanish 2 Assessment
Spanish 3	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Spanish 3 Assessment

Course(s) or Subject(s)	Option	Assessment
Spanish 4	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Spanish 4 Assessment
Participation in Government	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed P.I.G. Assessment
Economics	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Elmira Heights Developed Economics



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Assessment
Integrated Science	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Integrated Science Assessment

Course(s) or Subject(s)	Option	Assessment
Business Applications	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Business Application Assessment
Ace-Professionalism	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed ACE-Professionalism Assessment
Computer Applications	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Elmira Heights Developed Computer



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Application Assessment
Sports Marketing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Sports Marketing Assessment

Course(s) or Subject(s)	Option	Assessment
Studio Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed Studio Art Assessment
2-D Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Regionally Developed 2-D Art Assessment
Advanced 3-D Art	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Regionally Developed Advanced 3-D



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Art Assessment
Ace-Accounting	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed ACE-Accounting Assessment

Course(s) or Subject(s)	Option	Assessment
Advanced PE	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Advanced Physical Education Assessment
Pre-Calculus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Pre-Calculus Assessment
Applied Math IV	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Elmira Heights Developed Applied Math



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	IV Assessment
Honors Integrated Geometry	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Honors Integrated Geometry Assessment

Course(s) or Subject(s)	Option	Assessment
Honors Trigonometry/Advanced Algebra	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Honors Trig/Advance Algebra Assessment
Honors Pre-Calculus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Honors Pre-Calculus Assessment
AP- Calculus	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment	AP Program College Board



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	
AP- Statistics	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	AP Program College Board

Course(s) or Subject(s)	Option	Assessment
AP- Biology	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	AP Program College Board
Era of the Civil War	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed Era of the Civil War Assessment
World War II History	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Elmira Heights Developed World War II



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Assessment
English 12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed English 12 Assessment

Course(s) or Subject(s)	Option	Assessment
ACE- English I	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed ACE-English I Assessment
ACE- English II	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed ACE English II Assessment
English Seminar	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment	Elmira Heights Developed English



	<input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Seminar Assessment
ACE- First Year Experience	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Elmira Heights Developed ACE-First Year Experience 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.

<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.</p>	
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	

Growth Target by Band (3.13)

1. Enter your student's pre-assessment scores on your class/course roster.
2. Calculate each student's individual target using the growth target to band chart.
3. Enter your student's summative assessment score on your class/course roster.
4. Calculate the number and percentage of students who met their target.
5. Refer to the 80% HEDI chart to find your score.

Growth Target by Band Chart				
Performance Level	END:1 0-25	END:2 26-50	END:3 51-75	END:4 76-100
START: 1 0-25	NO	YES	YES	YES
START: 2 26-50	NO	NO	YES	YES
START: 3 51-75	NO	NO	YES	YES
START: 4 76-100	NO	NO	NO	YES

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	66-69%	60-65%	55-59%	53-54%	51-52%	46-50%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

Form 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.

Fill in the group of teachers covered (e.g., "probationary teachers"):

Option II: Tenured Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	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	20

Conversion Chart (60 pts)

Ineffective : Score 0.1 – 1.6

Score	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6
Total points	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30	31-33	34-36	37-39	40-42	43-45	46-49

Developing: Score 1.7 - 2.4

Score	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4
Total Points	50	51	52	53	54	55	56	56

Effective 2.5 – 3.2

Score	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2
Total Points	57	57	57	57	58	58	58	58

Highly Effective 3.3 – 4.0

Score	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0
Total Points	59	59	59	59	60	60	60	60

Conversion Chart (40 pts)

Ineffective : Score 0.1 – 1.6

Score	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6
Total points	1	2	3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22-23	24-25	26-27	28-29

Developing: Score 1.7 - 2.4

Score	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4
Total Points	30	31	32	33	34	35	36	36

Effective 2.5 – 3.2

Score	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2
Total Points	37	37	37	37	38	38	38	38

Highly Effective 3.3 – 4.0

Score	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0
Total Points	39	39	39	39	40	40	40	40

Other Measure of Effectiveness Options (Tenured Faculty)

As a part of Option 2, I am requesting to complete the following other measure of effectiveness option for the _____ school year. (check one)

___ **1. Peer Coaching/Mentoring**

A teacher selecting this learning option will work with a teacher who agrees to serve as a peer mentor/coach. The teacher and peer coach will meet to establish a schedule of an agreed upon number of observations throughout the school year. The teacher will collect the relevant feedback into a self-reflective piece, outlining recommendations, progress towards goals, and any goals for self-improvement.

___ **2. Professional Portfolio**

A teacher selecting this learning option shall meet with the building principal to identify a few significant goals to align to the rubric. Based upon the goals identified, the minimum number of artifacts which will be included in the portfolio will be determined. The portfolio will contain a self-assessment/reflective piece written by the teacher to include an explanation of the student samples and how they relate to one of the components of teaching, how the portfolio helped the teacher grow as a professional and what are areas of strength, as well as any area of future growth, relating to the significant goals established.

___ **3. Teacher as Researcher**

A teacher selecting this learning option will meet with the building principal to discuss one or two significant research questions or issues. Collectively, they will develop a plan to study the question or issue throughout the course of the year to meet the rubric criteria. Data will be collected throughout the year as the teacher uses the classroom as the “laboratory.”

If one of the summative evaluation choices is not selected, or the teacher and administrator do not come to an agreement on one of the choices, the traditional formative evaluation model will be used. This form must be submitted no later than May 1 and will be returned prior to the end of the school year.

Plan Approved

Faculty Member's Signature

Date

Building Principal's Signature

Date

Option 1: Peer Coaching/Mentoring

Observation Worksheet

Teacher being observed: _____

Peer coach/mentor: _____

Date: _____

The focus of this observation will demonstrate progress in the following attributes of successful teaching:

- Knowledge of Students and Learning:
- Knowledge of Content and Instructional Planning:
- Instructional Practice:
- Learning Environment:
- Assessment for Student Learning:
- Professional Responsibilities and Collaboration:
- Professional Growth

PEER COACH/MENTOR OBSERVATION NOTES

The peer coach/mentor observation notes form is used during a classroom observation and is shared at the post-observation conference. The peer coach or mentor will fill out the sections corresponding to the attributes of successful teaching that were checked above.

1. **Knowledge of Students and Learning**

Indicators:

- Demonstrates knowledge, understanding and application of subject matter
- Keeps apprised of developments in techniques, philosophy and content through professional reading and in-service
- Places emphasis on skill development, acquisition of knowledge and problem- solving that is age appropriate
- Cooperates in the development, coordination and assessment of instructional programs based upon the District exit outcomes

2. Knowledge of Content and Instructional Planning

Indicators:

- Uses adopted District curricula and provides activities suitable to the learning styles and abilities of individual students
 - Develops short- and long-term objectives that reflect purpose, continuity and correlation to curriculum.

 - Selects appropriate materials and resources to implement instructional plans.
 - Teaches to an objective
 - Creates opportunities for students to be successful
-
-
-

3. Instructional Practice

Indicators:

- Designs daily lessons appropriate to students' abilities and learning styles
 - Considers diverse methods of lesson presentation (discussion, group learning, demonstration, hands-on participation, computer networking, etc.)
 - Integrates elements of creative and critical thinking skills into content area learning and application
 - Provides diverse opportunities for successful participation and response.
 - Uses a variety of instructional techniques appropriate to the lesson or activity.
 - Monitors student understanding and adjusts instructional methods accordingly.
 - Uses instructional time effectively.
 - Relates content to student interests/experiences.
 - Plans instruction of content/subject area to promote student mastery of pre-requisite skill and knowledge.
 - Demonstrates understanding of the developmental stages and needs of students.
 - Promotes student practices and activities that enhance physical, intellectual, emotional and social development.
 - Teaches at levels appropriate to individual student abilities.
 - Challenges students while providing for individual differences.
 - Strives to develop and understanding of and respect for cultural and individual differences.
 - Accepts diverse opinions.
 - Encourages students through recognition.
 - Challenges each student at his/her present level of achievement.
-
-
-
-

4. Learning Environment

Indicators:

- Organizes and arranges classroom to facilitate learning.
 - Facilitates transitions from one activity to another
 - Maintains orderly system for duties (attendance, announcements, distributing and collecting materials and assignments).
 - Clearly defines and communicates behavior expectations to students.
 - Monitors behavior and provides appropriate feedback to students.
 - Deals effectively with inappropriate behaviors.
 - Reinforces/praises learning efforts of students.
 - Promotes self-discipline and intrinsic motivation in each student.
 - Focuses reinforcement and/or correction on behavior, not on personality.
-
-
-

5. Assessment for Student Learning

Indicators:

- Has knowledge of student assessment.
 - Assesses, evaluates, and takes appropriate action when dealing with the needs of individuals.
 - Assesses and documents student progress through a variety of formal and informal assessment tools.
 - Gives consistent and timely assessment of student performance.
-
-
-

6. Professional Responsibilities and Collaboration

- Consults with school and community resources such as parents, social worker, guidance counselor, librarian, psychologist and administration when appropriate.
 - Conveys warmth, friendliness and enthusiasm.
 - Treats sensitive situations with discretion.
 - Treats all students with respect and politeness.
 - Uses personal conferences to help students solve their problems.
 - Communicates and interacts effectively with parents regarding student attendance, performance and behavior
 - Is ethical in the use of confidential information.
 - Provides appropriate role model behavior.
 - Establishes cooperative school atmosphere through relationships with colleagues.
 - Assists in helping new faculty members and/or student teachers adjust to school operations and procedures.
 - Gives encouragement and lends assistance to groups or individuals promoting school-related projects.
-
-
-

7. Professional Growth

Indicators:

- Maintains appropriate record and inventory systems.
 - Pursues opportunities for professional growth.
 - Is aware of relevant and current issues in education.
 - Assumes responsibility and/or actively participates in professional organizations.
 - Displays evidence of growth through study, reading, writing, travel and other professional endeavors.
 - Re-assesses periodically the curriculum content.
 - Plans and monitors adjustments within the curriculum.
 - Presents ideas for revision and additions to programs of study.
 - Shares in District and building committee work where appropriate.
 - Participates in District goal setting for student progress
-
-
-
-

Option 1: Peer Coaching/Mentoring

Peer Mentoring Rubric					
CATEGORY	Innovating	Applying	Developing	Beginning	Not Using
Knowledge of Students and Learning	Demonstrates an exceptional knowledge and understanding and application of content and skills. Routinely participates in professional development reading and in-service. Utilizes age-appropriate skill development and problem solving strategies. Higher levels of Blooms Taxonomy are used to develop student learning.	Demonstrates a good knowledge and understanding and application of content and skills. Frequently participates in professional development reading and in-service. Generally utilizes age-appropriate skill development and problem solving strategies. Higher levels of Blooms Taxonomy are used frequently to develop student learning.	Demonstrates a moderate knowledge and understanding and application of content and skills. Occasionally participates in professional development reading and in-service. Skill development and problem solving strategies are typically age-appropriate. Higher levels of Blooms Taxonomy are moderately used to develop student learning.	Demonstrates minimal knowledge and understanding and application of content and skills. Infrequently participates in professional development reading and in-service. Skill development and problem solving strategies are not all age-appropriate. Higher levels of Blooms Taxonomy are used infrequently to develop student learning.	Demonstrates no knowledge and understanding and application of content and skills. Does not participate in professional development reading and in-service. Higher levels of Blooms Taxonomy are not used to develop student learning.
Knowledge of Content and Instructional Planning	Lesson completely aligns with NYS Core Curriculum and routinely utilizes various methods to meet students multiple intelligences.	Lesson mostly aligns with NYS Core Curriculum and frequently utilizes various methods to meet students multiple intelligences.	Lesson usually aligns with NYS Core Curriculum and occasionally utilizes various methods to meet students multiple intelligences.	Lesson minimally aligns with NYS Core Curriculum and infrequently utilizes various methods to meet students.	Lesson is not aligned with NYS Core Curriculum and rarely utilizes more than one method to meet students multiple intelligences.
Instructional Practice	Instruction uses diverse methods, integrates critical thinking skills, students are actively engaged for at least 80% of the lesson, makes correlations to student's daily life/interests/experiences, adapts instruction to students' diverse abilities, content and skills challenge and extend students' learning, uses positive reinforcement and praise for wanted behaviors.	Instruction uses mostly diverse methods, frequently integrates critical thinking skills, students are actively engaged for 80%-60% of the lesson, frequently makes correlations to student's daily life/interests/experiences, mostly adapts instruction to students' diverse abilities, content and skills frequently challenge and extend students' learning, generally uses positive reinforcement and praise for wanted behaviors.	Instruction uses moderately diverse methods, usually integrates critical thinking skills, students are actively engaged 60%-40% of the lesson, occasionally makes correlations to student's daily life/interests/experiences, usually adapts instruction to students' diverse abilities, content and skills usually challenge and extend students' learning, occasionally uses positive reinforcement and praise for wanted behaviors.	Instruction uses minimal diverse methods, infrequently integrates critical thinking skills, students are actively engaged 40%-20% of the lesson, infrequently makes correlations to student's daily life/interests/experiences, minimally adapts instruction to students' diverse abilities, content and skills infrequently challenge and extend students' learning, minimally uses positive reinforcement and praise for wanted behaviors.	Instruction does not use diverse methods, rarely integrates critical thinking skills, students are actively engaged less than 20% of the lesson, rarely makes correlations to student's daily life/interests/experiences, minimally adapts instruction to students' diverse abilities, content and skills rarely challenge and extend students' learning, rarely uses positive reinforcement and praise for wanted behaviors.
Learning Environment	Classroom is arranged to optimize student learning, behavior expectations are clearly communicated, classroom is a positive and enviting environment, mutual respect between students and teacher are noticeable, feedback and communication on behaviors and skills is appropriate, promotes self-discipline and intrinsic motivation in each student.	Classroom is arranged mostly to optimize student learning, behavior expectations are mostly communicated, classroom is frequently a positive and enviting environment, mutual respect between students and teacher are frequently noticed, feedback and communication on behaviors and skills is mostly appropriate, frequently promotes self-discipline and intrinsic motivation in each student.	Classroom is arranged usually to optimize student learning, behavior expectations are occasionally communicated, classroom is usually a positive and enviting environment, mutual respect between students and teacher are noticed occasionally, feedback and communication on behaviors and skills is moderately appropriate, self-discipline and intrinsic motivation in each student is usually promoted.	Classroom is infrequently arranged to optimize student learning, behavior expectations are minimally communicated, classroom is typically not a positive and enviting environment, mutual respect between students and teacher are noticed rarely, feedback and communication on behaviors and skills is inconsistently appropriate, self-discipline and intrinsic motivation in each student is minimally promoted.	Classroom is not arranged to optimize student learning, behavior expectations are not communicated, classroom is a negative and tense environment, mutual respect between students and teacher is not present, feedback and communication on behaviors and skills is not appropriate, self-discipline and intrinsic motivation in each student is not present.
Assessment of Student Learning	Assessments are relevant and rigorous and aligned to state standards. Informal and formal assessments are used with the utilization of various formats. Results from assessments are used to drive whole group and individualized instruction.	Assessments are mostly relevant and rigorous and aligned to state standards. Informal and formal assessments are typically used with the utilization of multiple formats. Results from assessments are typically used to drive whole group and individualized instruction.	Assessments are generally relevant and rigorous and aligned to state standards. Informal and formal assessments are usually used with the utilization of some formats. Results from assessments are occasionally used to drive whole group and individualized instruction.	Assessments are infrequently relevant and rigorous and minimally aligned to state standards. A combination of informal and formal assessments are barely used with the utilization of minimal formats. Results from assessments are minimally used to drive whole group and individualized instruction.	Assessments are not relevant and rigorous or aligned to state standards. Informal and formal assessments are not used and only one assessment format is given. Results from assessments are not used to drive whole group and individualized instruction.
Professional Responsibilities and Collaboration	Collaborates with co-workers and community resources to enhance instructional practices, Maintains a respectful and professional relationship with parents, students and co-workers. Acts as a role model for behaviors. Gives encouragement and provides assistance to colleagues and is willing to share ideas of best practices.	Regularly collaborates with co-workers and community resources to enhance instructional practices, typically maintains a respectful and professional relationship with parents, students and co-workers. Mostly acts as a role model for behaviors. Gives regular encouragement and provides moderate assistance to colleagues with sharing ideas of best practices.	Generally collaborates with co-workers and community resources to enhance instructional practices, Usually maintains a respectful and professional relationship with parents, students and co-workers. Usually acts as a role model for behaviors. Gives moderate encouragement and assistance to colleagues and is generally willing to share ideas of best practices.	Infrequently collaborates with co-workers and community resources to enhance instructional practices, respectful and professional relationship with parents, students and co-workers is barely present. Does not generally act as a role model for behaviors. Provides minimal encouragement and assistance to colleagues and is usually unwilling to share ideas of best practices.	Does not collaborate with co-workers and community resources to enhance instructional practices, Does not maintain a respectful and professional relationship with parents, students and co-workers. Does not act as a role model for behaviors. Does not give encouragement or provide assistance to colleagues and is unwilling to share ideas of best practices.
Professional Growth	Initiates professional growth and current educational topics. Displays evidence of growth within the classroom based on these initiatives. Is involved with district committees. Ensures district goals and initiatives are taken care of.	Frequently initiates professional growth and current educational topics. Frequently displays evidence of growth within the classroom based on these initiatives. Demonstrates moderate involvement with district committees. Ensures district goals and initiatives are mostly taken care of.	Generally initiates professional growth and current educational topics. Occasional evidence of growth within the classroom based on these initiatives is evident. Is occasionally involved with district committees. District goals and initiatives are generally taken care of.	Infrequently initiates professional growth and current educational topics. Evidence of growth within the classroom based on these initiatives is minimal. Is barely involved with district committees. District goals and initiatives are not always taken care of.	Does not initiate professional growth and current educational topics. Does not display evidence of growth within the classroom based on minimal initiatives. Is not involved with district committees. Does not ensure district goals and initiatives are taken care of.

Rubric Rating Conversion Chart (20 pts)

Ineffective : Score 0.1 – 1.0

Score	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0
Points	1	1	2	2	3	3	3	4	4	4

Developing: Score 1.1 -2.0

Score	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0
Points	5	5	6	6	7	7	7	8	8	8

Effective 2.1 – 3.0

Score	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0
Points	9	10	11	12	13	14	15	15	16	16

Highly Effective 3.1 – 4.0

Score	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0
Points	17	17	18	18	19	19	19	20	20	20

Option 2: Professional Portfolio Planning Document

Purposes:

- For self-reflection and analysis of professional growth
- To support mentoring and coaching relationships
- To strengthen a resume
- To track professional growth and support evaluations

Specific Goals to be focused on:

- _____
- _____
- _____

Artifacts to be included:

- | | | | |
|---------|---------|-------|---------|
| • _____ | # _____ | _____ | # _____ |
| • _____ | # _____ | _____ | # _____ |
| • _____ | # _____ | _____ | # _____ |
| • _____ | # _____ | _____ | # _____ |
| • _____ | # _____ | _____ | # _____ |

Self-Reflective Piece to include:

- An explanation of each of the student samples and how it relates to one of the selected attributes of effective teaching
- A discussion of how this portfolio helped the teacher grow as a professional
- An honest self-assessment of the teacher's strengths, as well as any areas for future growth, relating to the attributes of effective teaching selected.

Completed portfolio must be submitted by:

Date

Option 2: Portfolio

SELF-REFLECTIVE FORM
SCHOOL YEAR _____

NAME: _____
SCHOOL: _____
DEPARTMENT: _____ GRADE LEVEL: _____

ASSESSMENT

Assessment of year's progress toward goal(s): Address goal(s), activities, resources used, and total progress toward achievement of goal(s). Future goals may be included if desired. Use separate paper if necessary.

The self- assessment has been reviewed by:

TEACHER: _____

ADMINISTRATOR: _____

DATE: _____

DATE: _____

Option 2: Professional Portfolio Rubric

CATEGORY	Innovating	Applying	Developing	Beginning	Not Using
Quality of Portfolio Organization	Portfolio documents are organized into section with well define visual cues to organization (e.g. table of contents, section tabs)	Portfolio documents are generally organized into sections and visuals cues.	Documents are sometimes inconsistently organized into sections and visual cues are unclear.	Portfolio is disorganized and just a collection of documents with no visual structure	No evidence of portfolio
Variety of Information	All various work samples are clear, concise and convincing samples reflecting competency in the selected teaching attributes	Clear evidence attained in the variety of documentation. work samples involving the selected teaching attributes	Limited in the variety of information reflecting on the selected teaching attributes.	Little or no evident of a variety of work samples reflecting on the selected teaching attributes	No evidence provided reflecting on the selected teaching attributes.
Thoroughness of Information	Work samples and data are clear, concise and convincing; thoroughly compiled to reflect competency in the selected teaching attribute	Thoroughly documented, clear evidence of most experiences reflecting competency in the selected teaching attribute	Limited evidence in the depth of work examples collected	Little thoroughness in the collection of work samples	No samples collected
Depth of Self Reflection	Clear, concise level of self-reflection evident with convincing self-revelation	Clear, self-reflective data document positive professional growth decisions	Limited self-reflection is evident with personal documentation	Little self-reflection leading to positive professional growth	No Self Reflection documented or proven
Growth in Performance of Attributes of Effective Teaching	Clear, concise evidence of growth in performance of selected attribute of effective teaching through classroom effectiveness, interactions will colleagues, and community involvement	Clear documentation of growth reflecting competencies in the selected attribute of effective teaching through classroom effectiveness and interactions with colleagues.	Limited positive advancement in documenting competencies in the selected attribute of effective teaching through classroom effectiveness	Little growth in documenting work samples reflecting competencies within in the selected attribute of effective teaching	No Growth Documented

Option 2 Portfolio
Rubric Rating Conversion Chart (20 pts)

Ineffective : Score 0.1 – 1.0

Score	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0
Points	1	1	2	2	3	3	3	4	4	4

Developing: Score 1.1 -2.0

Score	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0
Points	5	5	6	6	7	7	7	8	8	8

Effective 2.1 – 3.0

Score	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0
Points	9	10	11	12	13	14	15	15	16	16

Highly Effective 3.1 – 4.0

Score	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0
Points	17	17	18	18	19	19	19	20	20	20

Professional Portfolio
Non-Tenured Teachers & Initial or Transitional Certificate Holders

TEACHER EVALUATION AGREEMENT

A professional portfolio is required of all non-tenured teachers and other teachers with Initial or Transitional Certifications, in accordance with Commissioner's Regulations. This portfolio will serve as an indicator of the teacher's professional growth, as well as an indicator of his/her support of our Commencement expectations.

After a conference, _____ and I have agreed that the portfolio will demonstrate his/her progress in the following attributes of successful teaching:

- Knowledge of Students and Learning:
- Knowledge of Content and Instructional Planning:
- Instructional Practice:
- Learning Environment:
- Assessment for Student Learning:
- Professional Responsibilities and Collaboration:
- Professional Growth

The portfolio will include selections of student work from his/her instructional classes and shall be collected throughout the year. The selections will be chosen to indicate the teacher's proficiencies in each are selected. In addition to the student work, the portfolio will include:

1. Samples of Student work
2. Samples of student assessment instruments
3. Samples of parent communications
4. Submission of Post-Conference reflection form for any formal observation (See Appendix G)
5. Sample of lesson plans (choice of format by faculty member)

Furthermore, the portfolio will contain an extensive self-reflective piece, written by the teacher, which will include:

- An explanation of each of the student samples and how it relates to one of the selected attributes of effective teaching
- A discussion of how this portfolio helped the teacher grow as a professional
- An honest self-assessment of the teacher's strengths, as well as any areas for future growth, relating to the attributes of effective teaching selected.

Principal

Date

Teacher

Date

Portfolio Planning Document

Purposes:

- For self-reflection and analysis of professional growth
- To support mentoring and coaching relationships
- To strengthen a resume
- To track professional growth and support evaluations

Specific Goals to be focused on:

- _____
- _____
- _____

Artifacts to be included:

- | | | | |
|---------|---------|-------|---------|
| • _____ | # _____ | _____ | # _____ |
| • _____ | # _____ | _____ | # _____ |
| • _____ | # _____ | _____ | # _____ |
| • _____ | # _____ | _____ | # _____ |
| • _____ | # _____ | _____ | # _____ |

Self-Reflective Piece to include:

- An explanation of each of the student samples and how it relates to one of the selected attributes of effective teaching
- A discussion of how this portfolio helped the teacher grow as a professional
- An honest self-assessment of the teacher's strengths, as well as any areas for future growth, relating to the attributes of effective teaching selected.

Completed portfolio must be submitted by: _____

PORTFOLIO SELF-REFLECTIVE FORM
SCHOOL YEAR _____

Non-Tenured Teachers & Initial or Transitional Certificate Holders

NAME: _____	
SCHOOL: _____	
DEPARTMENT: _____	GRADE LEVEL: _____

ASSESSMENT

Assessment of year's progress toward goal(s): Address goal(s), activities, resources used, and total progress toward achievement of goal(s). Future goals may be included if desired. Use separate paper if necessary.

The self- assessment has been reviewed by:

TEACHER: _____

DATE: _____

Principal: _____

DATE: _____

Teacher as Researcher (cont'd)

Plan to answer question:

Actions	Time Line

I understand that upon completion of the Action Research Project that the Summary and Conclusions sheet must be submitted.

Faculty Signature _____ **Date** _____

Administrator's Signature _____ **Date** _____

Option 3: Teacher as Researcher

The Action Research Project will follow this five step plan and be conducted by (list individual teacher or group involved). See accompanying packet to assist in developing your action research question (s).

1. Prepare to Begin Plan – Background Information about Action Research
2. Write the Question
3. Data to be Collected
 - Collect from at least 3 sources
 - Keep a log – when collected, time, place, and date itself
 - Organize data for presentation to others
4. Analyze Data- Submit Findings based on Data
 - Reduce the list
 - Note patterns, themes, and big ideas
 - Conclusions
5. Next Step
 - Impact on Researcher (Self-Reflective)
 - Presentation/Sharing

Five Steps for Action Research Projects:

PREPARE TO BEGIN

Before teachers write their research questions, they must become familiar with the action research process. Several resources can be recommended. If others in the district have done action research, ask them to describe what they did and learned. Understand that this is a flexible, fluid process that you will impact and that will impact you.

WRITE THE QUESTION

The district – or your school – may identify broad priority areas for action research, but feel free to explore topics that most interest you as a starting point. For example, you might decide to support action research on experiential education, brain-compatible teaching and learning, special education, and issues of diversity and learning.

Teachers begin the process by identifying areas of greatest concern for them. Use the Starting Points Worksheet as a guide. As participants write their initial questions, other members should provide feedback to help refine the questions.

In addition, teachers should ask others outside the group questions such as these:

- * What do you think about this question?
- * Is this a worthwhile question to pursue?
- * What suggestions can you offer to improve it?

As teachers reflect on the responses, they should refine their questions accordingly.

COLLECT DATA

Data to answer the question can come from many sources. The sources will vary according to the question. In some situations, for example, the teacher will need “hard” data such as test results, parent-teacher conference participation, attendance, demographics, and financial records. Other teachers will need “soft” data from interviews with students, parents, and teachers; classroom observations; examining student work and lesson plans.

Three general tips about data collection:

- * Collect data from at least three sources. That will bolster the credibility of your final conclusion.
- * Keep a data log, recording when all information was collected, time and place, and the data itself.
- * Raw data is not very useful to anyone except the original researcher. In order to share your work, data must be organized and made presentable and understandable for persons unfamiliar with the project.

ANALYZE DATA

Be systematic and objective as you examine your data. Here’s a rough outline to follow:

- Jot down the themes, patterns, and big ideas in the data you’ve collected.
- Reduce your large list to a smaller one with three to five themes.
- Label information according to relevant themes. Create subgroups where appropriate.
- Make notes as you go along.
- Review your information. Identify points that occur more frequently and are the most powerful.
- Write up your major points. Match collected data with each major point.

PLAN YOUR NEXT STEP

What sets action research apart from traditional research is the expectation that researchers will do something with what they have learned. Here are some questions to help determine the next step:

- How do your conclusions differ from what you thought you would learn?
- What actions might you take based on your conclusions?
- What new questions emerge for you from the data?

GUIDELINES FOR DEVELOPING A QUESTION

A good action research question:

1. Hasn't already been answered.
2. Gets at explanations, reasons, and relationships. "How does...?" "What happens When...?"
3. Is not a yes-no question.
4. Uses everyday language. Avoids jargon.
5. Is concise. Doesn't include everything you're thinking.
6. Is manageable and can be completed.
7. Is do-able (in the context of your work).
8. Is a question about which you feel commitment and passion.
9. Is close to your own practice.
10. Has tension. Provides you with an opportunity to stretch.
11. Provides a deeper understanding of the topic and is meaningful to you.
12. Leads to other questions.

Starting Points

Preparing to Write the Research Question

1. Review the Guidelines for Developing A Question
2. Use the following starter questions to stimulate your thinking about a research question:

I would like to improve...

I am perplexed by...

I'm really curious about...

I want to learn more about...

An idea I would like to try in my class is...

Something I think would really make a difference is...

Something I would like to do to change is...

Right now, some areas I'm particularly interested in are...

EXAMPLES OF ACTION RESEARCH QUESTIONS

How can I help students feel comfortable working with diverse groupings of classmates and overcome, at least part of the time, their desire to always be with their friends?

How can I more effectively facilitate independent writing in my kindergarten classroom?

How can I, a school nurse, better help classroom teachers address the complex issues of educating students with ADHD?

How can 5th grade students be encouraged to write thoughtful inquiry questions for a science fair?

How can the science department and the special education department heterogeneously group a wide variety of students in the same classroom and make it a successful experience for students and staff?

How does the Writing Workshop approach affect my students' writing and their feelings toward writing?

What kinds of assessments best help me understand and teach a particular learner with autism?

How does chronic staff absenteeism impact the education of students with cognitive disabilities at my school and how does it impact teachers and other staff?

What changes in our teaching styles, curriculum design, materials, and professional support are needed to implement a new math program in an inclusive classroom?

What classroom strategies are effective in developing student self-evaluation of their learning

Five W's and H

Why are you collecting the data?

What are you hoping to learn from the data?

What are you hoping to learn from using this particular data collection strategy?

Is there a match between what you hope to learn and the method you chose?

What exactly are you collecting?

What different sources of data will allow you to learn best about this topic?

What previously existing data can you use?

How much data do you need to collect in order to learn about this topic?

Where are you going to collect it?

Are there limitations to collecting this data?

What support systems need to be in place to allow the data collection to occur?

Are there ways to build data collection into normal classroom activities?

When are you going to collect it?

Does the plan include opportunities to collect data at different times?

What strategies can you use to easily observe and record data during class?

Can you afford the time to gather and record data using the strategies you've selected?

Who is going to collect the data?

Could some data be generated by students?

Do you have a colleague who can observe you as you teach or a student teacher to assist with data collection?

What can you do yourself without being overwhelmed?

How will the data be collected and displayed?

How will you collect and display the quantitative data? The qualitative data?

What plan do you have for analyzing the data?

To whom will you present what you have learned?

Option 3: Teacher as Researcher Rubric

CATEGORY	Innovating	Applying	Developing	Beginning	Not Using
Quality of Research Question	Posed thoughtful, creative questions that significantly contribute to knowledge in a specific area	Clear question that contributes to knowledge in a specific area.	Question limited to area of knowledge in a specific area.	Ambiguous question not linked to a specific knowledge area.	No evidence of Research Question
Quality of Data Collection	All various work samples are clear, concise and convincing samples reflecting competency in the selected teaching attributes	Clear evidence attained in the variety of documentation. work samples involving the selected teaching attributes	Limited in the variety of information reflecting on the selected teaching attributes.	Little or no evident of a variety of work samples reflecting on the selected teaching attributes	No evidence provided reflecting on the selected teaching attributes.
Quality Of Data Analysis	Work samples and data are clear, concise and convincing; thoroughly compiled to reflect competency in the selected teaching attribute	Thoroughly documented, clear evidence of most experiences reflecting competency in the selected teaching attribute	Limited evidence in the depth of work examples collected	Little thoroughness in the collection of work samples	No samples collected
Depth of Self Reflection and Conclusion of Research Project	Clear, concise level of self-reflection evident with convincing self-revelation	Clear, self-reflective data document positive professional growth decisions	Limited self-reflection is evident with personal documentation	Little self-reflection leading to positive professional growth	No Self Reflection documented or proven

Rubric Rating Conversion Chart (20 pts)

Ineffective : Score 0.1 – 1.0

Score	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0
Points	1	1	2	2	3	3	3	4	4	4

Developing: Score 1.1 -2.0

Score	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0
Points	5	5	6	6	7	7	7	8	8	8

Effective 2.1 – 3.0

Score	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0
Points	9	10	11	12	13	14	15	15	16	16

Highly Effective 3.1 – 4.0

Score	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0
Points	17	17	18	18	19	19	19	20	20	20

Teacher Improvement Plan (TIP)

New York State Teaching Standards

- | | |
|---|---|
| <input type="checkbox"/> Knowledge of Students and Learning
<input type="checkbox"/> Knowledge of Content and Instructional Planning
<input type="checkbox"/> Instructional Practice
<input type="checkbox"/> Learning Environment | <input type="checkbox"/> Assessment of Student Learning
<input type="checkbox"/> Professional Responsibilities and Collaboration
<input type="checkbox"/> Professional Growth |
|---|---|

STATUS

I.N.: Improvement Noted (write specifics)

D.N.: Deficiency Noted, Continued Improvement Required (write specifics)

Areas of Concern or Deficiencies (NYS Teaching Standards)	Action Plan	How Monitored	Date of Review	Indicators of Success	Status

Signatures:

Teacher/Date

Building Principal/Date

Superintendent/Date

“The teacher’s signature which appears on this form simply signifies that the teacher has seen the form and is aware of the contents therein. It does not indicate approval or disapproval of the evaluation.”

“All evaluation practices shall be pursuant to the contractual agreement.”

8.1 Principal Value Added with 15 Point Scale

Highly Effective

Points shall represent exceptionally high overall school wide growth.

Effective

Points shall represent overall school wide growth slightly above or slightly below targets goals set.

Developing

Points shall represent overall school wide growth below the target goal set.

Ineffective

Points shall represent overall school wide growth well below the target goal set.

1. List the average percentage of student growth by teacher.
2. Average all teacher student growth averages together, to get an overall growth average for your school.
3. Refer to the Principal 15 point HEDI chart to determine your HEDI score.

See Sample:

Student Name	Average Student Growth Percentage
Teacher #1 5 th Grade	100
Teacher #2 5 th Grade	100
Teacher #3 5 th Grade	73
Teacher #4 5 th Grade	100
Teacher #1 4 th Grade	73
Teacher #2 4 th Grade	83
Teacher #3 4 th Grade	60
Teacher #4 4 th Grade	93
Art Teacher	72
Music Teacher	85
PE Teacher	80
Average Building HEDI Score	84
Principal HEDI Score	12

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	86-90%	82-85%	78-81%	73-77%	68-72%	63-67%	55-62%	47-54%	39-46%	31-38%	23-30%	16-22%	8-15%	0-7%

Assigning Principal “other 60”

Using the Multidimensional Principal Performance Rubric, each ISSLC standard will be evaluated on a scale of 0-4. Each sub-category under standards 1 through 6 shall be assigned a rating from 0-4. An average composite score will be generated, based on the eighteen sub-components of the Multidimensional Principal Performance Rubric

Conversion Chart (60 pts)

Ineffective : Score 0.1 – 1.6

Score	0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6
Total points	0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30	31-33	34-36	37-39	40-42	43-45	46-49

Developing: Score 1.7 - 2.4

Score	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4
Total Points	50	51	52	53	54	55	56	56

Effective 2.5 – 3.2

Score	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2
Total Points	57	57	57	57	58	58	58	58

Highly Effective 3.3 – 4.0

Score	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0
Total Points	59	59	59	59	60	60	60	60

Principal Improvement Plan (PIP)

Multi-Dimensional Rubric Domains

- Shared Vision & Learning
- School Culture and Instructional Program
- Safe, Efficient, Effective Learning Environment
- Community
- Political, Social, Economic, Legal, Cultural
- Integrity, Fairness, Ethics

STATUS

I.N.: Improvement Noted (write specifics)

D.N.: Deficiency Noted, Continued Improvement Required (write specifics)

Areas of Concern or Deficiencies (Multidimensional Rubric Domains)	Action Plan	How Monitored	Date of Review	Indicators of Success	Status

Signatures:

Building Principal/Date

Superintendent/Date

“The teacher’s signature which appears on this form simply signifies that the teacher has seen the form and is aware of the contents therein. It does not indicate approval or disapproval of the evaluation.”

“All evaluation practices shall be pursuant to the contractual agreement.”

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:

Mary Beth Love 9/13/12

Teachers Union President Signature: Date:

Carl B. Cardy 9/13/12

Administrative Union President Signature: Date:

Andrew D. Sef 9/13/12.

Board of Education President Signature: Date:

Larry J. Blich 9/13/12