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

Commissioner of Education
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August 30, 2013

Revised

Diana Todaro, Superintendent
Harborfields Central School District
2 Oldfield Road
Greenlawn, NY 11740

Dear Superintendent Todaro:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Dr. Thomas L. Rogers

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Friday, July 12, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580406060000

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

580406060000

1.2) School District Name: HARBORFIELDS CSD

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

HARBORFIELDS CSD

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Friday, August 30, 2013

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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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Harborfields' District-developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Harborfields' District-developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Harborfields' District-developed Second Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for K - 3 ELA teachers, since a growth measure will not be provided by the State. The district-developed ELA baseline assessments, to be administered to K - 3 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable.

	The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to K - 3 ELA teachers based on the percentage of students who met or exceeded individual growth targets, according to the process described. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The teacher's work resulted in above average performance, since the percentage of students, in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The teacher's work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The teacher's work was below the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

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	Harborfields' District-developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Harborfields' District-developed First Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Harborfields' District-developed Second Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for K - 3 Math teachers, since a growth measure will not be provided by the State. The district-developed Math baseline assessments, to be administered to K - 3 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to K - 3 Math teachers based on the percentage of students who met or exceeded individual growth targets, according to the process described. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The teacher's work resulted in above average performance, since the percentage of students, in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The teacher's work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The teacher's work was below the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Harborfields' District-developed Sixth Grade Science Assessment
7	District, regional or BOCES-developed assessment	Harborfields' District-developed Seventh Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for 6 - 8 Science teachers, since a growth measure will not be provided by the State. The district-developed Science baseline assessments, to be administered to 6 - 8 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to 6 - 8 Science teachers based on the percentage of students who met or exceeded individual growth targets, according to the process described. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The teacher’s work resulted in above average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The teacher’s work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the

	Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The teacher's work was below the district's standards for performance, since the percentage of students, in comparable classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Harborfields' District-developed Sixth Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Harborfields' District-developed Seventh Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Harborfields' District-developed Eighth 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for 6 - 8 Social Studies teachers, since a growth measure will not be provided by the State. The district-developed Social Studies baseline assessments, to be administered to 6 - 8 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to 6 - 8 Social Studies teachers based on the percentage of students who met or exceeded individual growth targets, according to the process

	described. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher's work resulted in above average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher's work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The teacher's work was below the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Harborfields' District-developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for 9 - 12 Social Studies teachers, since a growth measure will not be provided by the State. The district-developed Social Studies baseline assessments, to be administered to 9 - 12 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to 9 - 12 Social Studies teachers based on the percentage of students who met or exceeded individual growth targets, according to the process described. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher's work resulted in above average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher's work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The teacher's work was below the district's standards for performance, since the percentage of students, in comparable classes and grades who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for 9 - 12 Science teachers, since a growth measure will not be provided by the State. The district-developed Science baseline assessments, to be administered to 9 - 12 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to 9 - 12 Science teachers based on the percentage of students who met or exceeded individual growth targets, according to the process described. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher's work resulted in above average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher's work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The teacher's work was below the district's standards for performance, since the percentage of students in comparable

	classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for 9 - 12 Regents Math teachers, since a growth measure will not be provided by the State. The district-developed Math baseline assessments, to be administered to 9 - 12 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to 9 - 12 Regents Math teachers based on the percentage of students who met or

	exceeded individual growth targets, according to the process described. The New York State Commom Core Algebra 1 Regents will be administered to accelerated eighth grade students at the middle school and ninth grade students entering the high school. The percentage of students who have achieved their individual growth targets will be utilized in determining the HEDI score for teachers instructing this course. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher's work resulted in above average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher's work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The teacher's work was below the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Harborfields' District-developed Ninth Grade English Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Harborfields' District-developed Tenth Grade English Assessment
Grade 11 ELA	Regents assessment	New York State English Comprehensive 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 measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for 9 - 12 English Language Arts teachers, since a growth measure will not be provided by the State. The district-developed ELA baseline assessments, to be administered to 9 - 12 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to 9 - 12 ELA teachers based on the percentage of students who met or exceeded individual growth targets, according to the process described. The New York State Comprehensive Regents Exam in ELA will continue to be administered to eleventh grade students. The percentage of students who have achieved their individual growth targets will be utilized in determining the HEDI score for teachers instructing this course. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher's work resulted in above average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher's work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The teacher's work was below the district's standards for performance, since the percentage of students in comparable

	classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

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 - 2 Art	District, Regional or BOCES-developed	Harborfields' District-developed K - 2 Art Assessment
K - 2 Music	District, Regional or BOCES-developed	Harborfields' District-developed K - 2 Music Assessment
K - 2 Physical Education	District, Regional or BOCES-developed	Harborfields' District-developed K - 2 Physical Education Assessment
3 - 5 Art	District, Regional or BOCES-developed	Harborfields' District-developed 3 - 5 Art Assessment
3 - 5 Music	District, Regional or BOCES-developed	Harborfields' District-developed 3 - 5 Music Assessment
3 - 5 Physical Education	District, Regional or BOCES-developed	Harborfields' District-developed 3 - 5 Physical Education Assessment
3 - 5 Health	District, Regional or BOCES-developed	Harborfields' District-developed 3 - 5 Health Assessment
6 - 8 Art	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 Art Assessment
6 - 8 Music	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 Music Assessment
6 - 8 Physical Education	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 Physical Education Assessment
6 - 8 Health	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 Health Assessment
6 - 8 LOTE	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 LOTE Assessment
6 - 8 Family and Consumer Science	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 FACS Assessment
6 - 8 Technology	District, Regional or BOCES-developed	Harborfields' District-developed 6 - 8 Technology Assessment
Grade 8 Earth Science	State Assessment	New York State Earth Science Regents
9 - 12 Art	District, Regional or BOCES-developed	Harborfields' District-developed 9 - 12 Art Assessment
9 - 12 Music	District, Regional or BOCES-developed	Harborfields' District-developed 9 - 12 Music Assessment

9 - 12 Physical Education	District, Regional or BOCES-developed	Harborfields' District-developed 9 -12 Physical Education Assessment
9 - 12 Health	District, Regional or BOCES-developed	Harborfields' District-developed 9 - 12 Health 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for courses denoted in the List of Other Courses, since a growth measure will not be provided by the State. For K - 12 Integrated teachers, the Student Learning Objectives will be weighted proportionately based on the number of students within each Student Learning Objective. The district-developed baseline assessments for specified courses, to be administered to K - 12 students in the fall, will be rigorous and comparable across classrooms, subjects, and grade levels. The teacher will utilize historical and baseline assessment data to establish a baseline. The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The past performance and academic history of students, including students with disabilities and ELL learners, will be considered. The accommodations specified in the student's learning plan or IEP will be implemented during the test administration process. The HEDI points will be allocated to K- 12 teachers, instructing the specified courses, based on the percentage of students who met or exceeded individual growth targets, according to the process described. Where applicable, a school-wide measure will be used. The HEDI points will be assigned according to uploaded charts in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The teacher’s work resulted in above average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The teacher’s work resulted in average performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Effective range, as specified in HEDI charts included in section 2.11.

Developing (3 - 8 points) Results are below District goals for similar students.	The teacher's work was below the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Developing range, as specified in HEDI charts included in section 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The teacher's work did not meet the district's standards for performance, since the percentage of students in comparable classes and grades, who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts included in section 2.11.

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

assets/survey-uploads/12186/506766-avH4IQNZMh/Section 2.10 List of Other Courses_4.pdf

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/12186/506766-TXEtxx9bQW/Section 2.11 Point Allocation Chart for Growth Measure - Teachers.pdf

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Updated Friday, August 30, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as “Not Applicable” (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Health, Business, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. For all other K - 12 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November; and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. For K - 8 teachers, HEDI points will be determined by grade, whereas 9 - 12 will be determined by school. The HEDI points will be assigned according to the uploaded charts in section 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 3.3.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in below average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Math Enterprise

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.	The Harborfields Central School District has selected the NYSED 3rd party approved assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science and Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. For all other K - 12 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR

	assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. For K - 8 teachers, HEDI points will be determined by grade, whereas 9 - 12 will be determined by school. The HEDI points will be assigned according to the uploaded charts in section 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 3.3. the district's standards.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.3.

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/5139/125014-rhJdBgDruP/Section 3.3 HEDI Categories_1.pdf

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise

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.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. For all other K - 12 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. For K - 8 teachers, HEDI points will be determined by grade, whereas 9 - 12 will be determined by school. The HEDI points will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in below average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise

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.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. For all other K - 12 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students who have demonstrated one year of growth, based on scaled scores and student growth percentiles,

	resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. For K - 8 teachers, HEDI points will be determined by grade, whereas 9 - 12 will be determined by school. The HEDI point allocation chart may be found in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district’s goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and

	Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. For all other K - 12 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. For K - 8 teachers, HEDI points will be determined by grade, whereas 9 - 12 will be determined by school. The HEDI point allocation chart may be found in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below district standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. For all other K - 12 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. For K - 8 teachers, HEDI points will be determined by grade, whereas 9 - 12 will be determined by school. The HEDI point allocation chart may be found in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for performance. since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or

grade/subject.	exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.8) High School Social Studies

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

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

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

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.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. For all other K - 12 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students who have demonstrated one year of

	growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. For K - 8 teachers, HEDI points will be determined by grade, whereas 9 - 12 will be determined by school. The HEDI points will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performasince the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for perfromance. since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	STAR Math Enterprise
Earth Science	6(ii) School wide measure computed locally	STAR Math Enterprise
Chemistry	6(ii) School wide measure computed locally	STAR Math Enterprise
Physics	6(ii) School wide measure computed locally	STAR Math Enterprise

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.	The Harborfields Central School District has selected the NYSED approved 3rd part assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. For all other K - 12 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. For K - 8 teachers, HEDI points will be determined by grade, whereas 9 - 12 will be determined by school. The HEDI points will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	STAR Math Enterprise
Geometry	6(ii) School wide measure computed locally	STAR Math Enterprise
Algebra 2	6(ii) School wide measure computed locally	STAR Math Enterprise

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. For all other K - 12 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students who have demonstrated one year of

	growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. For K - 8 teachers, HEDI points will be determined by grade, whereas 9 - 12 will be determined by school. The HEDI points will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performace, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise
Grade 10 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise
Grade 11 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core

English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. For all other K - 12 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning, the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. For K - 8 teachers, HEDI points will be determined by grade, whereas 9 - 12 will be determined by school. The HEDI points will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

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 - 1 Art	6(ii) School wide measure computed locally	STAR Early Literacy
	K - 1 Music	6(ii) School wide measure computed locally	STAR Early Literacy
	K - 1 Physical Education	6(ii) School wide measure computed locally	STAR Early Literacy
	Grade 2 Art	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Grade 2 Music	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Grade 2 Physical Education	6(ii) School wide measure computed locally	STAR Reading Enterprise
	3 - 5 Art	6(ii) School wide measure computed locally	STAR Reading Enterprise
	3 - 5 Music	6(ii) School wide measure computed locally	STAR Reading Enterprise
	3 - 5 Physical Education	6(ii) School wide measure computed locally	STAR Reading Enterprise
	3 - 5 Health	6(ii) School wide measure computed locally	STAR Reading Enterprise
	6 - 8 Art	6(ii) School wide measure computed locally	STAR Reading Enterprise
	6 - 8 Music	6(ii) School wide measure computed locally	STAR Reading Enterprise
	6 - 8 Physical Education	6(ii) School wide measure computed locally	STAR Reading Enterprise
	6 - 8 Health	6(ii) School wide measure computed locally	STAR Reading Enterprise
	6 - 8 LOTE	6(ii) School wide measure computed locally	STAR Reading Enterprise
	6 - 8 Family and Consumer Science	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Grade 8 Earth Science	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Grade 8 Common Core Algebra	6(ii) School wide measure computed locally	STAR Math Enterprise
	6 - 8 Technology	6(ii) School wide measure computed locally	STAR Reading Enterprise
	9 - 12 Art	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to

	students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. For all other K - 12 courses, the STAR assessment will be administered to students, as specified in the attachment. Based on guidelines from Renaissance Learning the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. For K - 8 teachers, HEDI points will be determined by grade, whereas 9 - 12 will be determined by school. The HEDI points will be assigned according to the uploaded charts in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work was below the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The teacher's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 3.13.

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/12149/506767-Rp0Ol6pk1T/Section 3.12 List of Other Courses_4.pdf

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/5139/125014-y92vNseFa4/Section 3.13 HEDI Categories.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

The HEDI score for a teacher with multiple locally selected measures will be weighted proportionately based on the number of students in the class/grade. The process for combining multiple locally selected measures into a single subcomponent HEDI category and score will be aligned with the following example and method noted below. If the calculation results in a score that is not a whole number, it is expected that HEDI scores will be rounded to the nearest whole number. Therefore, if the actual HEDI calculation is less than 0.5, the HEDI score will be truncated to the lower value, whereas, if the calculation is 0.5 or greater, then the HEDI score will be moved to the upper value. For example, if the HEDI score calculation is 14.3, then the HEDI score will be14, whereas, if the actual HEDI score is 14.8, then the HEDI score will be 15.

The following example references a third grade teacher who instructs three ELA classes:

TEACHER WHO INSTRUCTS 3 ELA CLASSES-(No-Value-Added Measure)

CLASS Number of Students Percentage HEDI Points HEDI Score

ELA 1 30 92% 19 7.60
ELA 2 24 70% 7 2.24
ELA 3 21 80% 14 3.92
TOTAL 75 13.76
The calculation for determining the HEDI points awarded is based on the following formula:

•Step 1: Total the number of students in the three classes. (Total = 75)
•Step 2: Calculate the percentage weight associated with each class:
o ELA 1: 30/75 =.40
o ELA 2: 24/75 = .32
o ELA 3: 21/75 = .28
•Step 3: Multiply the HEDI Score by the percentage weight for each class:
o ELA 1: =.40 x 19 = 7.60
o ELA 2: .32 x 7 = 2.24
o ELA 3: .28 x 14 = 3.92
•Step 4: Tally the total points for each class to determine HEDI Points to be awarded

Based on this calculation, since the actual HEDI sore is 13.76, the reported score for the teacher would be 14. Therefore, the HEDI rating for the teacher would be Effective.

This calculation process will be utilized for HEDI scales referencing the value-added model of 0 - 15 points, in addition to the 0 - 20 points scale.

This section was uploaded as an attachment.

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, April 30, 2013
Updated Tuesday, August 27, 2013

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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.)

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	36
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

Structured reviews of lesson plans, student portfolios and other teacher artifacts	24

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The following process will be in place for assigning points and determining HEDI Ratings for all K - 12 classroom teachers in the 60 Point component, using the Charlotte Danielson Framework for Teaching Rubric.

DOMAINS I, II, and III:
A total of 36 points will be allocated to classroom observations based on Domains l, Il, and III of Charlotte Danielson’s Framework for

Teaching rubric. The Formal Observation accounts for 27 points, whereas the Informal Observation accounts for 9 points. The points will be assigned based on the average score attained, as depicted in the chart included in the attachment titled Section 4.5-Process for Assigining Points. If multiple observations are conducted, an average of the observations will be calculated, in order to arrive at a total of 36 points for this section.

The supervising evaluator will conduct a minimum of two observations for tenured teachers, and minimum of five observations for non-tenured teachers. The evaluator will conduct formal classroom observations and rate subcomponents within each Domain observed, based on levels of proficiency denoted in the Charlotte Danielson Framework for Teaching rubric. Each subcomponent will be rated on a scale of 1 to 4 points. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for the Domain, ranging from 0 to 4 points.

The subcomponents observed during the informal observation will be rated on a scale of 1 to 4 points. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for the Informal Observation, ranging from 0 to 4 points.

DOMAIN IV:
The subcomponents within Domain lV, will be assessed based on alignment with Charlotte Danielson's Framework for Teaching rubric. A total of 24 points will be allocated to this Domain. Each subcomponent will be rated on a scale of 1 to 4. However, if no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for the Domain, ranging from 0 to 4 points. Therefore, points assigned to Domain IV will be based on the 24 point chart attached to this section.

CALCULATION OF POINTS FOR DOMAINS I, II, III, and IV:
The points obtained from Domains I, II, and III, will be added to points obtained from Domain lV, to determine the local score for the 60 point component.

The attached file, titled 'Section 4-Other Measures of Effectiveness (Teachers)', provides an overview of the evaluation process for teachers.

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

assets/survey-uploads/12179/506768-eka9yMJ855/Section 4.5 Process for Assigning Points_1.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The teacher's performance consistently exceeds expectations and competencies described in the following domains noted in Charlotte Danielson's Framework for Teaching: planning and preparing extensively for each lesson to ensure attainment of goals; creating a supportive classroom environment that enhances student learning by responding to needs of all student learners; encourages and acknowledges individual students' accomplishments by setting high expectations for student performance and instructional process; ensuring professional responsibilities further support the success of students. The teacher continuously seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 55 - 60. The points will be assigned based on alignment with components/elements specified in Charlotte Danielson's Framework for Teaching rubric. An overview of this process is noted in section 4.5.

Effective: Overall performance and results meet NYS Teaching Standards.	The teacher's performance consistently meets expectations and competencies described in the following domains noted in Charlotte Danielson's Framework for Teaching: planning and preparing moderately for each lesson to ensure attainment of goals; creating a supportive classroom environment that enhances student learning by responding to the needs of all student learners; encourages and acknowledges individual students' accomplishments by setting high expectations for student performance and instructional process; ensuring professional responsibilities further support the success of students. The teacher frequently seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 40 - 54. The points will be assigned based on alignment with components/elements specified in Charlotte Danielson's Framework for Teaching rubric. An overview of this process is noted in section 4.5.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher demonstrates an adequate level of performance in addressing expectations and competencies described in the following domains noted in Charlotte Danielson's Framework for Teaching: planning and preparing for each lesson to ensure attainment of goals; creating a supportive classroom environment that enhances student learning by responding to the needs of all student learners; encourages and acknowledges individual students' accomplishments by setting high expectations for student performance and instructional process; ensuring professional responsibilities further support the success of students. The teacher sometimes seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 30 - 39. The points will be assigned based on alignment with components/elements specified in Charlotte Danielson's Framework for Teaching rubric. An overview of this process is noted in section 4.5.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher demonstrates an inadequate level of performance, thus requiring close supervision and assistance with the implementation of the following domains noted in Charlotte Danielson's Framework for Teaching: planning and preparing for each lesson to ensure attainment of goals; creating a supportive classroom environment that enhances student learning by responding to the needs of all student learners; encourages and acknowledges individual students' accomplishments by setting high expectations for student performance and instructional process; ensuring professional responsibilities further support the success of students. The teacher rarely seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 0 - 29. The points will be assigned based on alignment with components/elements specified in Charlotte Danielson's Framework for Teaching rubric. An overview of this process is noted in section 4.5.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55 - 60

Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

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	2
4.6) Observations of Probationary Teachers | Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	1

4.7) Observations of Tenured Teachers | Informal/Short	1
4.7) Observations of Tenured Teachers | Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Tuesday, May 21, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of

growth or achievement
Other Measures of Effectiveness

(60 points)

Overall

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

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

Highly Effective	55 - 60
Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

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Updated Tuesday, August 27, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/506770-Df0w3Xx5v6/Section 6.2 Teacher Improvement Process and Plan.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

ANNUAL PROFESSIONAL PERFORMANCE REVIEW-APPEALS PROCESS FOR TEACHERS

The following appeals process will be in place for teachers as specified in Education Law Section §3012(c):

 Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing.

 Within five school days of the receipt of an annual evaluation providing a rating of Ineffective and Developing or TIP, a teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

 substance of the annual professional performance review;
 school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
 school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
 school district's issuance and/or implementation of the terms of the teacher's improvement plan;
 any issue not raised in the written appeal shall be deemed waived; and notwithstanding the item above, procedural issues shall be subject to this contract's grievance procedure

 Within five school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect thereto.

 The determination of the Superintendent of Schools or his /her designee as to the substance of the evaluation shall not be grievable, arbitrable, or reviewable in any other forum.

 The timeframes referred to herein, may be extended in a timely and expeditious manner, by mutual agreement of the parties, in accordance with Education Law Section 3012-c.

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

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

The lead evaluators and evaluators will participate in annual training. A new evaluator to the district will be certified upon successful completion of training, according to the nine elements specified. The evaluator will receive training from certified district evaluators, in addition to attending BOCES RTTT trainings.

The lead evaluators and evaluators participated in a minimum of 36 hours of professional development, which addressed the following nine elements:

Elements of Training Duration of Training
1. NYS Teaching Standards/ISLLC
Leadership Standards: 10 hours
2. Evidence-based Observation: 12 hours
3. Application and use of Student Growth Percentile and
Value-added Growth Model data: 4 hours
4. Application and use of State-approved Teacher/Principal Practice Rubrics
including training for inter-rater reliability: 12 hours
5. Application and use of assessment tools used to evaluate teachers/principals: 4 hours
6. Application and use of State-approved locally selected measures
of student achievement: 4 hours
7. Use of Statewide Instructional Reporting System: 2 hours
8. Scoring methodology used to evaluate teachers/principals: 2 hours
9. Specific considerations in evaluating principals of ELLs and
students with disabilities: 4 hours
Re-certification of Administrators: Minimum 12 hours annually

A detailed description of the lead evaluator/evaluators' training was uploaded as an attachment.

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, April 30, 2013
Updated Friday, August 30, 2013

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

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

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

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

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

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.
State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment." For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K - 2	District, regional, or BOCES-developed	Harborfields' District-developed K - 2 ELA and Math Assessments

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The Harborfields Central School District is comprised of four schools, modeling the Princeton Plan, according to the following grade configuration: •Washington Drive Primary School: Grades K – 2 •Thomas J. Lahey Elementary School: Grades 3 – 5 •Oldfield Middle School: Grades 6 – 8 •Harborfields High School: Grades 9 – 12 The district will develop a Student Learning Objective, as a comparable growth measure for the principal of the K - 2 primary school, since a growth measure will not be provided by the State. The Student Learning Objective will incorporate district-developed K - 2 ELA and Math baseline and final benchmark assessments, which will be rigorous and comparable across classrooms, subjects, and grade levels.

	The assistant superintendent, in collaboration with the principal and teacher, will set individual student growth targets, to be verified by the Superintendent, to ensure that growth targets are rigorous and comparable. The HEDI points will be allocated to K - 2 principal based on the percentage of students who met or exceeded individual growth targets, according to the process described. The HEDI points will be assigned according to the uploaded charts in section 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The principal's work and leadership in the school resulted in above average performance, since the percentage of students who met or exceeded their individual growth targets, is within the Highly Effective range, as specified in HEDI charts included in section 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The principal's work and leadership in the school resulted in average performance, since the percentage of students who met or exceeded their individual growth targets, is within the Effective ranges, as specified in HEDI charts included in section 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The principal's work and leadership in the school was below the district's standards for performance, since the percentage of students who met or exceeded their individual growth targets, is within the Developing range, as specified in section 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The principal's work and leadership in the school did not meet the district's standards for performance, since the percentage of students who met or exceeded their individual growth targets, is within the Ineffective range, as specified in HEDI charts in section 7.3.

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

assets/survey-uploads/12156/506771-lha0DogRNw/Sectioon 7.3 Point Allocation Chart for Growth Measure - Principals.pdf

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	3 - 5	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
	6 - 8	(d) measures used by district for teacher evaluation	STAR Reading and Math Enterprise
	9 - 12	(d) measures used by district for teacher evaluation	STAR Reading and Math Enterprise

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and Technology; STAR Reading will be administered to students

	enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. Based on guidelines from Renaissance Learning the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students within the school who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. The HEDI rating for principals will be determined based on the overall percentage of students who met or exceeded the growth target, as described. The HEDI points will be assigned according to the uploaded charts in section 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work was below the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 8.1.

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/5366/125024-qBFVOWF7fC/Section 8 HEDI Categories_1.pdf

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 2	(d) measures used by district for teacher evaluation	STAR Early Literacy and Reading Enterprise

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Harborfields Central School District has selected the NYSED approved 3rd party assessment, STAR Enterprise Reading and Math, for the local assessment. Since Common Core Standards are based on an integrated approach to literacy, it is the district's goal to enhance ELA skills of all students. Therefore, the STAR assessment will be administered to students in grades K – 12 according to the following plan: STAR Early Literacy will be administered to students in grades K – 1; STAR Reading will be administered to students in grades 2 – 5; STAR Reading will be administered to students enrolled in the following 6 – 12 courses: English, Social Studies, Business, Health, Physical Education, Speech, Library, LOTE, Art, Music, Family and Consumer Science, and Technology; STAR Reading will be administered to students enrolled in 6 - 8 Science courses; and STAR Math will be administered to students enrolled in 6 – 12 Math and 9 - 12 Science courses. Based on guidelines from Renaissance Learning the STAR assessment will be administered according to the following timeline in order to generate Student Growth Percentiles: Fall: August through November and Spring: April through July. The local assignment of HEDI points will be based on the percentage of students within the school who have demonstrated one year of growth, based on scaled scores and student growth percentiles, resulting from the STAR benchmark administered in the Fall compared to the STAR benchmark administered in the Spring. The HEDI rating for the K - 2 principal will be determined based on the overall percentage of students who met or exceeded the growth target, as described. The HEDI points will be assigned according to the uploaded charts in section 8.2.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work resulted in above average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Highly Effective range denoted in HEDI charts, included in Section 8.2.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work resulted in average performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Effective range denoted in HEDI charts, included in Section 8.2.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work was below the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Developing range denoted in HEDI charts, included in Section 8.2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's work did not meet the district's standards for performance, since the percentage of students who met or exceeded the growth target on the STAR assessment, as described, is within the Ineffective range denoted in HEDI charts, included in Section 8.2.

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.

assets/survey-uploads/5366/125024-T8MlGWUVm1/Section 8 HEDI Categories_1.pdf

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

The HEDI score for a Principal with multiple locally selected measures will be weighted proportionately based on the number of students in the grade/school. The process for combining multiple locally selected measures into a single subcomponent HEDI category and score will be aligned with the example and method noted below. If the calculation results in a score that is not a whole number, it is expected that HEDI scores will be rounded to the nearest whole number. Therefore, if the actual HEDI calculation is less than 0.5, the HEDI score will be truncated to the lower value, whereas, if the calculation is 0.5 or greater, then the HEDI score will be moved to the upper value. For example, if the HEDI score calculation is 14.3, then the HEDI score will be14, whereas, if the actual HEDI score is 14.8, then the HEDI score will be 15.

The following example references a middle school principal who supervised three grades:

PRINCIPAL OF A MIDDLE SCHOOL- GRADES 6 - 8: Value-Added Measure

GRADE Number Percent of Growth HEDI Score HEDI Points Awarded
Grade 6 300 90% 14 5.60
Grade 7 270 75% 8 2.88
Grade 8 180 80% 12 2.88
TOTAL 750 11.36

The calculation for determining the HEDI points awarded is based on the following formula:

• Step 1: Total the number of students in the three grades. (Total = 750)
• Step 2: Calculate the percentage weight associated with each class:
o Grade 6: 300/750 =.40
o Grade 7: 270/750 = .36
o Grade 8: 180/750 = .24
• Step 3: Multiply the HEDI Score by the percentage weight for each class:
o Grade 6: =.40 x 14 = 5.60
o Grade 7: .36 x 8 = 2.88
o Grade 8: .24 x 12 = 2.88
• Step 4: Tally the total points for each class to determine HEDI Points

Based on this calculation, since the actual HEDI score is 11.36, the reported score for the princiapl would be 11. Thus, the HEDI rating for the principal is within the Effective range.

The calculation process for determining HEDI scores and ratings will be utilized for 0 - 15 value-added and 0 - 20 HEDI scales.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

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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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The following process will be in place for assigning points and determining HEDI Ratings for all K - 12 principals in the 60 Point component using the Multidimensional Principal Performance Rubric.

ALLOCATION OF 60 POINTS
The points will be allocated based on the supervisor's assessment of the principal's leadership and management actions aligned with the six domains specified in the MPPR. The supervisor will gather evidence from the principal and conduct multiple school visits during the school year to assess the principal's performance and adherence to domains specified in the MPPR.

The principal will be assessed according to demonstrated performance within each MPPR domain, as specified. The number of points assigned to each domain will align with levels of performance in the rubric:
Shared Vision of Learning: 18 points
School Culture and Instructional Program: 20 Points
Safe , Efficient, and Effective Learning Environment: 8 Points
Communication with Stakeholders: 4 Points
Integrity, Fairness, and Ethics: 6 Points
Political, Social Economic, Legal, and Cultural Context: 4 Points

The specified areas will be assessed based on the four levels of proficiency denoted in the MPPR. All K - 12 principals will be expected to follow the process described in the attached Harborfields Central School District's Annual Performance Checklist.

A detailed explanation of the assignment of points is attached.

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

assets/survey-uploads/12205/506773-pMADJ4gk6R/Section 9 7-Process for Assigning Points.doc

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

Highly Effective: Overall performance and results exceed standards.	The principal's performance consistently exceeds expectations and competencies described in the following domains noted in the MPPR rubric: creating a vision for learning; setting goals aligned with the school and/or district's mission; establishing and maintaining a positive school culture; enhancing the instructional program; ensuring that the learning environment is safe; establishing and maintaining positive relationships with the school-community; being mindful of the need to be fair and maintain integrity; and addressing the culture context of the district. The principal continuously seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 55 - 60. The points will be assigned based on alignment with domains in the MPPR rubric. An overview of this process is noted in section 9.7.
Effective: Overall performance and results meet standards.	The principal's performance consistently meets expectations and competencies described in the following domains noted in the MPPR rubric: creating a vision for learning; identifying and achieving goals aligned with the school and/or district's mission; establishing and maintaining a positive school culture; enhancing the instructional program; ensuring that the learning environment is safe; establishing and maintaining a positive relationships with the school-community; being mindful of the need to be fair and maintain integrity; and addressing the culture context of the district. The principal frequently seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 40 - 54. The points will be assigned based on alignment with domains in the MPPR rubric. An overview of this process is noted in section 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	The principal demonstrates an adequate level of performance in addressing expectations and competencies described in the following domains in the MPPR rubric, yet is still developing in these areas: creating a vision for learning; identifying and achieving goals aligned with the school and/or district's mission; establishing and maintaining a positive school culture; enhancing the instructional program; ensuring that the learning environment is safe; establishing and maintaining a positive relationships with the school-community; being mindful of the need to be fair and maintain integrity; and addressing the culture context of the district. The principal sometimes seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 30 - 39. The points will be assigned based on alignment with domains in the MPPR rubric. An overview of this process is noted in section 9.7 .
Ineffective: Overall performance and results do not meet standards.	The principal demonstrates an inadequate level of performance in addressing expectations and competencies described in the following domains in the MPPR rubric, thus requiring close supervision and assistance: creating a vision for learning; identifying and achieving goals aligned with the school and/or district's mission; establishing and

	maintaining a positive school culture; enhancing the instructional program; ensuring that the learning environment is safe; establishing and maintaining a positive relationships with the school-community; being mindful of the need to be fair and maintain integrity; and addressing the culture context of the district. The principal rarely seeks to expand scope of competencies, knowledge, and skills. The range for HEDI points will be: 0 - 29. The points will be assigned based on alignment with domains in the MPPR rubric. An overview of this process is noted in section 9.7.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55 - 60
Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Friday, June 07, 2013

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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.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

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

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

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

Highly Effective	55 - 60
Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

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

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

assets/survey-uploads/12168/506775-Df0w3Xx5v6/Section 11.2 Principal Improvement Process and Plan.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following appeals process will be in place for administrators as specified in Education Law Section §3012(c):

1. The annual evaluation of a building principal shall be presented at a meeting between the principal and Superintendent of Schools or his/her designee on a date selected by the Superintendent.

2. Within ten (10) business days of the receipt of a building principal's evaluation of developing or ineffective or PIP from the Superintendent of Schools based upon a total composite score, the principal may appeal the evaluation or PIP in writing to the Superintendent or his/her designee. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to include a particular basis for the appeal within a principal's written appeal shall be deemed a waiver of that basis. The evaluated principal may only challenge the substance, rating and/or adherence to the parties' Annual Professional Performance Review Plan adopted pursuant to 8 NYCRR 30-2 and Education Law Section 3012-c. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

3. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence and/or arguments submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal. The decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all respects and shall not be subject to review at arbitration, before any administrative agency or in any court of law. However, the failure of either party to abide by the above agreed upon process and/or PIP process shall be subject to the grievance procedure of the collective bargaining agreement.

4. In the event a principal receives a second consecutive evaluation of developing or ineffective, the appeals process set forth at Paragraphs 1 through 3 hereof, shall remain in effect. However, notwithstanding the provisions of Paragraph 3 hereof, in the event of a second consecutive evaluation of developing or ineffective, the principal may further appeal what shall be deemed the initial determination of the Superintendent or his/her designee, to a panel consisting of four District administrators, two selected by the President of the Administrators' bargaining unit and two from Central Office selected by the Superintendent. This further appeal must be submitted in writing to the panel within ten (10) business days of receipt of the Superintendent's initial determination on appeal pursuant to Paragraph 3 above. The review by the panel shall be completed within ten (10) business days of delivery of the written request for review from the building principal. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, support papers submitted by the principal and/or a response to the appeal by the principal's evaluator, if other than the Superintendent. However, within five (5) business days of receipt of the appeal, the panel may request written clarification of any of the information submitted as part of the original documentation. This request shall not extend the requirement of the panel to complete its work and issue a report and recommendation within the time limit set forth above. The panel's written review recommendation shall be transmitted to the Superintendent and the Appellant upon completion. The Superintendent shall consider the written review recommendation of the panel and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grieveable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure of the collective bargaining agreement.

5. In the event a majority of the panel is unable to agree upon a decision and recommendation to the Superintendent, it must report that fact to the Superintendent within ten (10) business days of receipt of the appeal. Thereafter, the affected principal may elect review of the appeals papers by one outside expert who will be chosen from a panel of three persons selected by the District and the Administrators' Unit, which panel shall be established by the parties. Should the parties fail to agree as to the composition of the panel prior to September 1st of each year, a list of ten qualified experts shall be provided to the parties by the Suffolk County Organization for the Promotion of Education (SCOPE). Upon receipt of the list, the parties shall attempt to agree upon the panel composition for that year. If the parties are unable to agree upon the selection of the panelists from the list provided, the outside expert to hear the review shall be chosen directly from the list on a rotating basis. If an expert is unavailable or unable to review the matter within fifteen (15) business days, then the next expert on the list will be selected. No present or prior employee of the Harborfields School District shall be eligible to serve on the panel or be selected as the outside expert and the outside expert shall notify the parties of any potential conflict of interest prior to accepting appointment. The panel composition shall be reviewed annually beginning on July 1, 2013. The cost of expert review shall be borne equally by the District and the Administrators' bargaining unit. The expert may recommend a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within fifteen (15) business days of delivery of the written request for review to the Superintendent. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, supporting papers submitted by the principal and/or a response to the appeal by the administrator's evaluator, if other than the Superintendent. The expert's written review recommendation shall be transmitted to the Superintendent and Appellant upon completion. The Superintendent shall consider the written review recommendation of the expert and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grieveable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance machinery of the collective bargaining unit.

6. All written submissions referred to in paragraphs 2 and 5 shall be simultaneously exchanged between the parties.

7. Nothing set forth herein shall prevent an administrator from challenging the results of an evaluation within the context of a disciplinary proceeding pursuant to Education Law Section 3020-a.

8. An overall performance rating of developing or ineffective on the annual evaluation is the only rating subject to appeal. Principals who receive a rating of highly effective or effective shall not be permitted to appeal their rating. Tenured principals who are rated effective or highly effective may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days.

9. Non-tenured principals shall not be permitted to appeal any aspect of their annual evaluation, or the School District's issuance and/or implementation of the terms of a principal improvement plan. Probationary principals who are rated ineffective, effective, highly effective or developing, may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days including school recess and summer recess periods.

10. All reference herein to business days shall include school and summer recess periods, but shall not include pre-approved vacation periods.

11. The timeframes, referred to herein, may be extended in a timely and expeditious manner, by mutual agreement of the parties, in accordance with Education Law Section 3012-c.

12. The parties agree to begin renegotiations for a successor appeal process no later than February 15, 2016. In the unlikely event that a successor agreement is not reached by June 30, 2016, the above appeal process shall remain in effect.

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

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

The lead evaluators and evaluators will participate in annual training. A new evaluator to the district will be certified upon successful completion of training, according to the nine elements specified. The evaluator will receive training from certified district evaluators, in addition to attending BOCES RTTT trainings.

The lead evaluators and evaluators participated in a minimum of 36 hours of professional development, which addressed the following nine elements:

Elements and Duration of Training

1. NYS Teaching Standards/ISLLC
Leadership Standards: 10 hours
2. Evidence-based Observation: 12 hours
3. Application and use of Student Growth Percentile and
Value-added Growth Model data: 4 hours
4. Application and use of State-approved Teacher/Principal Practice Rubrics
including training for inter-rater reliability: 12 hours
5. Application and use of assessment tools used to evaluate teachers/principals: 4 hours
6. Application and use of State-approved locally selected measures
of student achievement: 4 hours
7. Use of Statewide Instructional Reporting System: 2 hours
8. Scoring methodology used to evaluate teachers/principals: 2 hours
9. Specific considerations in evaluating principals of ELLs and
students with disabilities: 4 hours
Re-certification of Administrators: Minimum 12 hours annually

A detailed description of the lead evaluator/evaluators' training was uploaded as an attachment.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Friday, August 30, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

assets/survey-uploads/12158/506776-3Uqgn5g9Iu/Harborfields Certification.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.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW
LIST OF OTHER COURSES
STUDENT LEARNING OBJECTIVES

Course(s) or Subject(s)	Option	Assessment
9 – 12 Math Core Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 Math Assessment
9 – 12 Math Elective Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 Math Elective Assessment
9 – 12 Math Advanced Placement Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 Math Advanced Placement Assessment
9-12 Social Studies Core Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 Social Studies Assessment
9-12 Social Studies Advanced Placement Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 Social Studies Advanced Placement Assessment
9-12 Social Studies Elective Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 Social Studies Elective Assessment
9-12 Core Science Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 Science Assessment
9-12 Science Advanced Placement Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 Science Advanced Placement Assessment
9-12 Science Elective Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 Science Elective Assessment
9-12 LOTE Core Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 LOTE Assessment
9-12 LOTE Advanced Placement and College Level Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 LOTE Advanced Placement/College Level Assessment

Course(s) or Subject(s)	Option	Assessment
9-12 Business Elective Courses	District-developed Assessment	Harborfields' District-developed Grades 9 – 12 Business Assessment
K-2 AIS Reading	District-developed Assessment	Harborfields' District-developed Grades K – 2 AIS Reading Assessment
3 – 12 AIS Reading	School-wide Measure Based on State Assessment	New York State ELA Assessment, Grade Specific
K-2 AIS Math	District-developed Assessment	Harborfields' District-developed Grades K – 2 AIS Math Assessment
3 – 12 AIS Math	School-wide Measure Based on State Assessment	New York State Math Assessment, Grade Specific
K -12 Speech	District-developed Assessment	Harborfields' District-developed Grades K – 12 Speech Assessment
K – 12 Library	District-developed Assessment	Harborfields' District-developed Grades K – 12 Reading Assessment
K – 12 ESL	New York State Assessment	NYSESLAT
K – 12 Integrated	District-developed Assessment	Harborfields' District-developed Grades K – 12 Integrated Assessment
K – 12 Integrated	New York State Assessment	NYSAA
For all other teachers with students enrolled in 4 – 8 ELA courses, in which the New York State assessment will be administered	New York State Assessment	Course Specific New York State Assessment
For all other teachers with students enrolled in 4 – 8 Math courses, in which the New York State assessment will be administered	New York State Assessment	Course Specific New York State Assessment

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR STUDENT LEARNING OBJECTIVES

Overview:

The following chart depicts the point allocation for student learning objectives as comparable growth measures for K – 12 teachers, based on assessments that are rigorous and comparable across grades and classrooms.

The following *point allocation* chart will be applicable for teachers who do not receive a Value-Added Student Growth measure from NYSED. Thus, the student learning objectives will be assigned a maximum of 20 points, if applicable.

Rating	Growth on State Assessments
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
19	90% - 94%	9	75%
18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
16	82%	6	68% - 69%
15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR LOCAL COMPONENT

Overview:

The following two charts depict the point allocation for the local component for K – 12 teachers, which is based on the NYSED approved 3rd party assessment, STAR Enterprise. Based on guidance provided by STAR Enterprise, accommodations will be made for students with disabilities and English Language learners.

Chart 1:

The following *point allocation* chart will be applicable for teachers who receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 15 points.

Rating	Growth on Locally-Selected Measures
Highly Effective	14 – 15
Effective	8 – 13
Developing	3 – 7
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
15	92% - 100%	7	69% - 74%
14	85% - 91%	6	62% - 68%
13	81% - 84%	5	58% - 61%
12	80%	4	55% - 57%
11	79%	3	50% - 54%
10	78%	2	45% - 49%
9	76% - 77%	1	40% - 44%
8	75%	0	0% - 39%

Chart 2:

The following *point allocation* chart will be applicable for teachers who do not receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 20 points.

Rating	Growth on State Assessments
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
19	90% - 94%	9	75%
18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
16	82%	6	68% - 69%
15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW LIST OF OTHER COURSES-LOCAL COMPONENT

Course(s) or Subject(s)	Option	Assessment
9 – 12 Music	School-wide Measure Computed Locally	STAR Reading Enterprise
9 – 12 Physical Education	School-wide Measure Computed Locally	STAR Reading Enterprise
9 – 12 Health	School-wide Measure Computed Locally	STAR Reading Enterprise
9 – 12 Math Core Courses	School-wide Measure Computed Locally	STAR Math Enterprise
9 – 12 Math Elective Courses	School-wide Measure Computed Locally	STAR Math Enterprise
9 – 12 Math Advanced Placement Courses	School-wide Measure Computed Locally	STAR Math Enterprise
9-12 Social Studies Core Courses	School-wide Measure Computed Locally	STAR Reading Enterprise
9-12 Social Studies Advanced Placement Courses	School-wide Measure Computed Locally	STAR Reading Enterprise
9-12 Social Studies Elective Courses	School-wide Measure Computed Locally	STAR Reading Enterprise
9-12 Core Science Courses	School-wide Measure Computed Locally	STAR Math Enterprise
9-12 Science Advanced Placement Courses	School-wide Measure Computed Locally	STAR Math Enterprise
9-12 Science Elective Courses	School-wide Measure Computed Locally	STAR Math Enterprise
9-12 LOTE Core Courses	School-wide Measure Computed Locally	STAR Reading Enterprise
9-12 LOTE Advanced Placement and College Level Courses	School-wide Measure Computed Locally	STAR Reading Enterprise

Course(s) or Subject(s)	Option	Assessment
9-12 Business Elective Courses	School-wide Measure Computed Locally	STAR Reading Enterprise
All Other K – 1 Courses	School-wide Measure Computed Locally	STAR Early Literacy
2 – 12 AIS Reading Courses	School-wide Measure Computed Locally	STAR Reading Enterprise
2 - 5 AIS Math Courses	School-wide Measure Computed Locally	STAR Reading Enterprise
6 – 12 AIS Math Courses	School-wide Measure Computed Locally	STAR Math Enterprise
All Other 2 – 12 Courses	School-wide Measure Computed Locally	STAR Reading Enterprise

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR LOCAL COMPONENT

Overview:

The following two charts depict the point allocation for the local component for K – 12 teachers, which is based on the NYSED approved 3rd party assessment, STAR Enterprise. Based on guidance provided by STAR Enterprise, accommodations will be made for students with disabilities and English Language learners.

Chart 1:

The following *point allocation* chart will be applicable for teachers who receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 15 points.

Rating	Growth on Locally-Selected Measures
Highly Effective	14 – 15
Effective	8 – 13
Developing	3 – 7
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
15	92% - 100%	7	69% - 74%
14	85% - 91%	6	62% - 68%
13	81% - 84%	5	58% - 61%
12	80%	4	55% - 57%
11	79%	3	50% - 54%
10	78%	2	45% - 49%
9	76% - 77%	1	40% - 44%
8	75%	0	0% - 39%

Chart 2:

The following *point allocation* chart will be applicable for teachers who do not receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 20 points.

Rating	Growth on State Assessments
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
19	90% - 94%	9	75%
18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
16	82%	6	68% - 69%
15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROCESS FOR ASSIGNING POINTS

The following process will be in place for assigning points and determining HEDI Ratings for all K - 12 classroom teachers in the 60 Point component using the Charlotte Danielson Framework for Teaching Rubric.

ALLOCATION OF 60 POINTS

The allocation of points will be determined according to the following process:

- **Classroom Observations**: The supervising evaluator will conduct a minimum of two observations for tenured teachers, and minimum of five observations for non-tenured teachers. A total of 36 points will be allocated to classroom observations based on Domains I, II, and III of Charlotte Danielson's Framework for Teaching rubric. These domains will be assessed based on levels of proficiency denoted in the Charlotte Danielson Framework for Teaching rubric. The supervising evaluator will complete a written report for formal and informal observations.
  - The announced formal observation consists of the following components, as described in the Framework:
    - Pre-observation conference with the supervising evaluator
    - Completion of the pre-observation conference form
    - Completion of the lesson plan form
    - Post-observation conference with the supervising administrator
    - Completion of the lesson assessment form
  - The unannounced informal observation will include a post-observation conference.

✧ **Other Areas of Responsibility**:

The supervising evaluator will be responsible for assessing areas denoted in Domain IV of Charlotte Danielson's Framework for Teaching rubric. The following areas will be assessed based on evidence submitted by the teacher, as described in the rubric: professional growth activities, goals and assessment of goals, assessment of lesson observation, communication with families, maintaining accurate records, professionalism, participation in a professional community, and lesson planning. A total of 24 points will be allocated to Domain IV. The subcomponents in Domain IV will be assessed based on levels of proficiency denoted in the Charlotte Danielson Framework for Teaching rubric.

All K - 12 teachers will be expected to follow the process described in the attached Harborfields Central School District's Annual Performance Checklist, in addition to completing all associated forms. Upon the conclusion of the school year, teachers will be expected to complete the NYSED Verification of Teacher-Student Data form.

ASSIGNING POINTS

DOMAINS I, II, and III:

The supervising evaluator will conduct a minimum of two observations for tenured teachers, and minimum of five observations for non-tenured teachers. A total of 36 points will be allocated to classroom observations based on Domains I, II, and III of Charlotte Danielson's Framework for Teaching rubric.

The evaluator will conduct formal classroom observations and rate subcomponents within each Domain observed, based on levels of proficiency denoted in the Charlotte Danielson Framework for Teaching rubric. Each subcomponent will be rated on a scale of 1 to 4 points. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for the Domain, ranging from 0 to 4 points.

The subcomponents observed during the informal observation will be rated on a scale of 1 to 4 points. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for the Informal Observation, ranging from 0 to 4 points.

The average rating for each domain will be determined according to the process described. The 9 points allocated to each domain will be based on the average rating attained, as depicted in the following chart. The Formal Observation, based on three domains, will account for 27 points, whereas the Informal Observation accounts for 9 points. Therefore, a total of 36 points will be allocated to observations. If multiple observations are conducted, an average of points earned will be calculated, in order to arrive at a total of 36 points for this section.

HEDI SCORES FOR DOMAINS I, II, and III:			
POINTS	**AVERAGE RATING**	**POINTS**	**AVERAGE RATING**
9	3.5 - 4.0	4	1.0 - 1.4
8	3.0 - 3.4	3	0.5 - 0.9
7	2.5 - 2.9	2	0.2 - 0.4
6	2.0 - 2.4	1	0.1
5	1.5 - 1.9	0	0.0

DOMAIN IV:

The subcomponents within Domain IV, will be assessed based on alignment with Charlotte Danielson's Framework for Teaching rubric. A total of 24 points will be allocated to this Domain. Each subcomponent will be rated on a scale of 1 to 4. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific subcomponent. The evaluator will tally total points earned and determine an average score for Domain IV, ranging from 0 to 4 points.

HEDI SCORES FOR DOMAIN IV			
POINTS	AVERAGE RATING	POINTS	AVERAGE RATING
24	4.0	11	2.4
23	3.8 - 3.9	10	2.3
22	3.6 - 3.7	9	2.2
21	3.4 - 3.5	8	2.1
20	3.3	7	2.0
19	3.2	6	1.7 - 1.9
18	3.1	5	1.5 – 1.6
17	3	4	1.1 – 1.4
16	2.9	3	0.5 – 1.0
15	2.8	2	0.3 - 0.4
14	2.7	1	0.1 - 0.2
13	2.6	0	0.0
12	2.5		

CALCULATION OF POINTS FOR DOMAINS I, II, III, and IV:

The points obtained from Domains I, II, and III, will be added to points obtained from Domain IV, to determine the local score for the 60 point component. The following chart depicts the scoring ranges for each HEDI rating:

Rating Categories	Scoring Range
Highly Effective	55 - 60
Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

HARBORFIELDS CENTRAL SCHOOL DISTRICT
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Teacher Improvement Plan Process

The Teacher Improvement Plan (TIP) is designed to support a teacher with the improvement of instruction, professional responsibilities, and enhancement of student achievement. The attached Teacher Improvement Plan will be initiated for a teacher who receives a Developing or Ineffective rating. The supervising evaluator will be expected to complete the following sections of the Annual Evaluation form on or about June 15 annually:

- ✧ Part I: Overview of Domains I, II, and III, and associated points, depicted in Charlotte Danielson's Framework for Teaching rubric
- ✧ Part II: Overview of Domain IV and associated points
- ✧ Part III: Overview of Local Component and associated points

If the teacher's HEDI rating is within the Ineffective or Developing ranges, the supervisor will be expected to notify the teacher that he/she will receive a Teacher Improvement Plan within ten school days of the opening of classes in the school year following the performance year.

In September, beginning with the opening of the school year and no later than September 10, if the teacher's rating for the subcomponent 'Growth on State Assessments or Comparable Measures' is within the Developing or Ineffective range, the teacher will receive a Teacher Improvement Plan.

The Teacher Improvement Plan addresses the following areas:

- ✧ <u>SECTION I: STANDARDS-BASED GOALS/AREAS IN NEED OF IMPROVEMENT</u>

  - <u>Identified Areas in Need of Improvement</u>: The teacher's supervisor will identify areas in need of improvement based on evidence noted in observations and evaluations. The supervisor will support and guide the teacher to ensure improvement and growth.

  - <u>Action Plan, including Differentiated Activities</u>: The teacher, in collaboration with his/her supervisor, will develop an action plan,

including goals and strategies for improving identified areas in need of improvement.

- Timeline for Implementation: The supervisor will formulate a timeline for implementing the action plan to ensure the teacher's improvement in specified areas.
- Assessment: The action plan will specify the manner in which the improvement will be assessed.

✧ SECTION II: SUPPORT AND GUIDANCE

- Professional Learning Activities to Support the Teacher: The supervisor will provide resources and support to the teacher, including suggested professional learning activities, for the duration of the plan. The teacher's progress will be assessed to ensure compliance with goals specified in the action plan, at meetings held during the year,
- Artifacts or Benchmarks of Improvement: The teacher will collect and present evidence, including artifacts and benchmarks aligned with goals, at meetings held during the year to ensure the teacher's progress and growth.
- Evidence to Assess Improvement: The supervisor will collect evidence from goals and evaluations to assess the teacher's improvement.

✧ SUMMARY NOTES FROM PROGRESS MEETINGS

- The supervisor will be expected to meet a minimum of three times during the year to ensure the teacher's improvement according to the action plan and identified goals. The supervisor will include notes in the TIP detailing the teacher's progress addressed at meetings held during the school year.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
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TEACHER'S PERFORMANCE IMPROVEMENT PLAN

TEACHER:	ASSIGNMENT:
NAME:	Tenured:_____ Non-Tenured Year:_____
SCHOOL:	
TEACHER'S SIGNATURE: DATE: (Signature indicates receipt of this report)	SUPERVISOR/ADMINISTRATOR'S SIGNATURE: DATE:

INITIAL MEETING: _____

MID-YEAR MEETING: _____

END-OF-YEAR MEETING: _____

SECTION I: Standards-based Goals/Areas in Need of Improvement

IDENTIFIED AREAS IN NEED OF IMPROVEMENT

ACTION PLAN, INCLUDING DIFFERENTIATED ACTIVITIES:

IMPLEMENTATION TIMELINE:

ASSESSMENT:

SECTION II: SUPPORT AND GUIDANCE

PROFESSIONAL LEARNING ACTIVTIES TO SUPPORT THE TEACHER:

ARTIFACTS OR BENCHMARKS OF IMPROVEMENT:

EVIDENCE FROM EVALUATIONS TO ASSESS IMPROVEMENT:

SUMMARY: _____

_____

_____

_____

_____

_____

_____

NOTE: This form will be completed a minimum of three times during the year to ensure the teacher's professional improvement.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
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ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR STUDENT LEARNING OBJECTIVES

Overview:

The following chart depicts the point allocation for student learning objectives as comparable growth measures for K – 12 principals, based on assessments that are rigorous and comparable across grades and classrooms.

The following *point allocation* chart will be applicable for principals who do not receive a Value-Added Student Growth measure from NYSED. Thus, the student learning objectives will be assigned a maximum of 20 points, if applicable.

Rating	Growth on State Assessments
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
19	90% - 94%	9	75%
18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
16	82%	6	68% - 69%
15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR LOCAL COMPONENT

Overview:

The following two charts depict the point allocation for the local component for K – 12 principals, which is based on the NYSED approved 3rd party assessment, STAR Enterprise. Based on guidance provided by STAR Enterprise, accommodations will be made for students with disabilities and English Language learners.

Chart 1:

The following *point allocation* chart will be applicable for principals who receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 15 points.

Rating	Growth on Locally-Selected Measures
Highly Effective	14 – 15
Effective	8 – 13
Developing	3 – 7
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
15	92% - 100%	7	69% - 74%
14	85% - 91%	6	62% - 68%
13	81% - 84%	5	58% - 61%
12	80%	4	55% - 57%
11	79%	3	50% - 54%
10	78%	2	45% - 49%
9	76% - 77%	1	40% - 44%
8	75%	0	0% - 39%

Chart 2:

The following *point allocation* chart will be applicable for principals who do not receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 20 points.

Rating	Growth on State Assessments
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
19	90% - 94%	9	75%
18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
16	82%	6	68% - 69%
15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW POINT ALLOCATION FOR LOCAL COMPONENT

Overview:

The following two charts depict the point allocation for the local component for K – 12 principals, which is based on the NYSED approved 3rd party assessment, STAR Enterprise. Based on guidance provided by STAR Enterprise, accommodations will be made for students with disabilities and English Language learners.

Chart 1:

The following *point allocation* chart will be applicable for principals who receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 15 points.

Rating	Growth on Locally-Selected Measures
Highly Effective	14 – 15
Effective	8 – 13
Developing	3 – 7
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
15	92% - 100%	7	69% - 74%
14	85% - 91%	6	62% - 68%
13	81% - 84%	5	58% - 61%
12	80%	4	55% - 57%
11	79%	3	50% - 54%
10	78%	2	45% - 49%
9	76% - 77%	1	40% - 44%
8	75%	0	0% - 39%

Chart 2:

The following *point allocation* chart will be applicable for principals who do not receive a Value-Added Student Growth measure from NYSED. Thus, the local component will be assigned a maximum of 20 points.

Rating	Growth on State Assessments
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 – 8
Ineffective	0 – 2

Point Allocation	Percentage	Point Allocation	Percentage
20	95% - 100%	10	76%
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18	85% - 89%	8	72% - 74%
17	83% - 84%	7	70% - 71%
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15	81%	5	65% - 67%
14	80%	4	60% - 64%
13	79%	3	55% - 59%
12	78%	2	45% - 54%
11	77%	1	40% - 44%
		0	0% - 39%

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROCESS FOR ASSIGNING POINTS

The following process will be in place for assigning points and determining HEDI Ratings for all K - 12 principals in the 60 Point component using the Multidimensional Principal Performance Rubric.

ALLOCATION OF 60 POINTS

The points will be allocated based on the supervisor's assessment of the principal's leadership and management skills aligned with the six domains specified in the MPPR. The supervisor will gather evidence from the principal and conduct multiple visits during the school year to assess the principal's performance and adherence to dimensions specified in the MPPR.

The principal will be assessed according to demonstrated performance within each MPPR Domain. The number of points assigned to each Domain will align with levels of performance in the rubric. Several dimensions will be assessed within each Domain, as specified in the following chart. As a result, the points will be allocated based on the Point Allocation charts denoted in this section.

DOMAIN	POINT ALLOCATION
DOMAIN I: Shared Vision of Learning	
Annual Goals' Work Plan and End-of-Year assessment	12 Points
Evidence of Programs Aligned with School's Mission and District Goals	6 Points
DOMAIN II: School Culture and Instructional Program	
School Visitations (Formal: 12 Points and Informal 8 Points	20 Points
DOMAIN III: Safe, Efficient, and Effective Learning Environment	
Review of APPR Related Documents and Classroom Observations	8 Points

DOMAIN IV: Communication with Stakeholders	
Communication Artifacts	4 Points
DOMAIN V: Integrity, Fairness, and Ethics	
Evidence that Ensures a System of Accountability	6 Points
DOMAIN VI: Political, Social Economic, Legal, and Cultural Context	
Evidence of Participation in a Professional Growth Activities	4 Points
TOTAL	60 Points

All K - 12 principals will be expected to follow the process described in the attached Harborfields Central School District's Annual Performance Checklist. Upon the conclusion of the school year, the principal will need to ensure that all teachers completed the NYSED Verification of Teacher-Student Data form.

ASSIGNING POINTS

The evaluator will conduct site visits and rate dimensions within each Domain observed, based on levels of proficiency denoted in the Multidimensional Principal Performance Rubric. Each dimension within the Domain will be rated on a scale of 1 to 4 points. If there is no evidence demonstrated, a rating of 0 will be assigned to the specific dimension. The evaluator will tally total points earned and determine an average score for the Domain, ranging from 0 to 4 points.

The points will be allocated in clusters 12 points; 8 points; 6 points; and 4 points, according to the charts denoted in this section. With regard to multiple site visits, an average of points awarded for each site visit will be calculated.

The supervising evaluator will meet with the administrator to identify annual goals, conduct school visits, assess programs aligned with the school's mission and/or district goals, review classroom observations, assess communication with stakeholders, ensure a system of accountability by assessing the implementation of the teachers' evaluation process, and review evidence of professional growth activities. The supervisor will rate each domain/category based on alignment with levels of proficiency denoted in the MPPR.

The points earned in each domain/category will be tallied and divided by the number of elements to determine the overall rating for the

domain/category. For example, Domain lll-Learning Environment is comprised of one category rated at 8 points. If the supervisor rates 10 elements associated with this domain for a total of 36 points, then the HEDI Score would be 36/10 or 3.6, which equates to 8 points, according the 8 Point Value Chart. Therefore, the following charts depict the allocation of points for each of the options available through this process:

HEDI SCORES FOR RATING PERFORMANCE DOMAIN: 12 POINTS				
POINTS	**AVERAGE RATING**		**POINTS**	**AVERAGE RATING**
12	3.8 - 4.0		6	2.1 – 2.4
11	3.6 - 3.7		5	1.6 – 2.0
10	3.3 - 3.5		4	1.1 – 1.5
9	3.0 – 3.2		3	0.6 – 1.0
8	2.7 - 2.9		2	0.3 – 0.5
7	2.5 – 2.6		1	0.1 – 0.2
			0	0.0

HEDI SCORES FOR RATING PERFORMANCE DOMAIN: 8 POINTS				
POINTS	**AVERAGE RATING**		**POINTS**	**AVERAGE RATING**
8	3.5 - 4.0		4	1.5 – 1.9
7	3.0 - 3.4		3	1.0 – 1.4
6	2.5 – 2.9		2	0.4 – 0.9
5	2.0 – 2.4		1	0.1 – 0.3
			0	0.0

HEDI SCORES FOR RATING PERFORMANCE DOMAIN: 6 POINTS				
POINTS	**AVERAGE RATING**		**POINTS**	**AVERAGE RATING**
6	3.0 - 4.0		3	1.0 - 1.6
5	2.2 – 2.9		2	0.5 – 0.9
4	1.7 – 2.1		1	0.1 – 0.4
			0	0.0

HEDI SCORES FOR RATING PERFORMANCE DOMAIN: 4 POINTS				
POINTS	**AVERAGE RATING**		**POINTS**	**AVERAGE RATING**
4	3.8 - 4.0		1	0.5 - 1.7
3	3.0 - 3.7		0	0.0 - 0.4
2	1.8 - 2.9			

The points from the domains will be tallied to determine the local score for the 60 point component. The HEDI rating will be based on the following scoring ranges:

Rating Categories	Scoring Range
Highly Effective	55 - 60
Effective	40 - 54
Developing	30 - 39
Ineffective	0 - 29

HARBORFIELDS CENTRAL SCHOOL DISTRICT
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Principal Improvement Plan Process

The Principal Improvement Plan (PIP) is designed to support a principal/administrator with the improvement of instruction, professional responsibilities, and enhancement of student achievement. The attached Principal Improvement Plan will be initiated for a principal/administrator who receives a Developing or Ineffective rating. The supervising evaluator will be expected to complete the following sections of the Annual Evaluation form on or about June 15 annually:

- ✧ Part I: Overview of Domains depicted in the Multidimensional Principal Performance Rubric
- ✧ Part II: Overview of Local Component and associated points

If the principal/administrator's HEDI rating is within the Ineffective or Developing ranges, the supervisor will be expected to notify the principal/administrator that he/she will receive a Principal Improvement Plan within ten school days of the opening of classes in the school year following the performance year.

In September, beginning with the opening of the school year and no later than September 10, if the principal/administrator's rating for the subcomponent 'Growth on State Assessments or Comparable Measures' is within the Developing or Ineffective range, the principal/administrator will receive a Principal Improvement Plan.

The Principal Improvement Plan addresses the following areas:

- ✧ <u>SECTION I: STANDARDS-BASED GOALS/AREAS IN NEED OF IMPROVEMENT</u>

  - <u>Identified Areas in Need of Improvement</u>: The principal/administrator's supervisor will identify areas in need of improvement based on evidence noted in evaluations. The supervisor will support and guide the principal/administrator to ensure improvement and growth.

- Action Plan, including Differentiated Activities: The principal/administrator, in collaboration with his/her supervisor, will develop an action plan, including goals and strategies for improving identified areas in need of improvement.
- Timeline for Implementation: The supervisor will formulate a timeline for implementing the action plan to ensure the principal/administrator's improvement in the specified areas.
- Assessment: The action plan will specify the manner in which the improvement will be assessed.

✧ SECTION II: SUPPORT AND GUIDANCE

- Professional Learning Activities to Support the Administrator: The supervisor will provide resources and support to the principal/administrator for the duration of the plan. The principal/administrator's progress will be assessed to ensure compliance with goals specified in the action plan, at meetings scheduled during the year,
- Artifacts or Benchmarks of Improvement: The principal/administrator will collect and present evidence, including artifacts and benchmarks aligned with goals, at meetings held during the year to ensure the principal/administrator's progress and growth.
- Evidence from Evaluations/School Visits to Assess Improvement: The supervisor will review evidence gathered from the progress of goals, evaluations, and school visits to assess the principal/administrator's improvement.
- Mentor: The principal/administrator in need of improvement will be mentored to ensure progress towards the successful implementation of identified goals.

✧ SUMMARY NOTES FROM PROGRESS MEETINGS

- The supervisor will be expected to meet a minimum of three times during the year to ensure the principal/administrator's improvement according to the action plan and goals identified. The supervisor will include notes in the PIP detailing the principal/administrator's progress addressed at meetings held during the school year.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

PRINCIPAL'S PERFORMANCE IMPROVEMENT PLAN

ADMINISTRATOR:	ASSIGNMENT:
NAME:	Tenured:_____Non-Tenured Year:_____
SCHOOL:	
ADMINISTRATOR'S SIGNATURE: DATE: (Signature indicates receipt of this report)	SUPERVISOR/ADMINISTRATOR'S SIGNATURE: DATE:

INITIAL MEETING: _____	PARTICIPANTS: _____ SUPERVISING ADMINISTRATOR: _____
MID-YEAR/FOLLOW-UP MEETING: _____	PARTICIPANTS: _____ SUPERVISING ADMINISTRATOR: _____
END-OF-YEAR/ FOLLOW-UP MEETING: _____	PARTICIPANTS: _____ SUPERVISING ADMINISTRATOR: _____

SECTION I: Areas in Need of Improvement

IDENTIFIED AREAS IN NEED OF IMPROVEMENT:

ACTION PLAN, INCLUDING DIFFERENTIATED ACTIVITIES:

IMPLEMENTATION TIMELINE:

ASSESSMENT:

SECTION II: SUPPORT AND GUIDANCE

PROFESSIONAL LEARNING ACTIVTIES TO SUPPORT THE ADMINISTRATOR:

ARTIFACTS OR BENCHMARKS OF IMPROVEMENT:

EVIDENCE FROM EVALUATIONS AND SCH0OL VISITS TO ASSESS IMPROVEMENT:

SUMMARY: _____

_____

_____

_____

_____

_____

_____

NOTE: This form will be completed a minimum of three times during the year to ensure the administrator's professional growth and improvement.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

Training for Lead Evaluators and Evaluators

The lead evaluators and evaluators participated in extensive training aligned with the nine elements specified in Education Law 3012-c.

The following overview depicts the nature and duration of training aligned with the nine elements specified in Education Law 3012-c. Based on the duration noted for specific areas, each administrator/evaluator participated in approximately thirty-six hours of professional development during the year. Therefore, evaluators for Harborfields Central School District are certified to conduct evaluations and complete an individual teacher's performance review.

Element 1: ***New York State Teaching Standards and their related elements and performance indicators and Leadership Standards and their related functions***

The district's administrators have been trained in the application of the New York State Teaching Standards. Prior to the implementation of new APPR regulations, the district's APPR evaluation process for teachers was based on New York State Teaching Standards. As a result, all administrators are familiar with the application of these standards. The teachers' evaluation process is reviewed annually with administrators at administrative meetings conducted during the school year.

In August 2012, the principals and superintendent participated in two training workshops conducted by a consultant from the Charlotte Danielson Group which also addressed inter-rater reliability. This summer training workshop will be conducted annually. Subsequently, during the year, the consultant provided additional training and resources related to the evaluation process. The revised Danielson 2013 rubric was reviewed during these sessions as well.

The existing evaluation process for administrators is based on the Interstate School Leaders Licensure Consortium (ISLLC). Therefore, all administrators are familiar with the application of these standards. Annually, administrators participate in goal setting, mid-year, and end-of-year meetings to review the administrator's progress of goals and evidence of alignment to ISLLC standards.

Duration of Training for Element 1: Approximately 10 hours

Element 2: ***Evidence-based observation techniques that are grounded in research***

The administrators reviewed the Charlotte Danielson rubric with staff at the beginning of the school year, including monthly faculty and/or grade-level and department meetings.

The district-wide APPR committee continued to meet monthly to review the progress of the APPR plan. The APPR committee participated in training throughout the school year. A consultant provided two full days of training in order for committee members to support teachers in their schools and departments. The alignment of Charlotte Danielson's Framework for Teaching and New York State Teaching Standards was continually stressed.

The administrators participated in meetings during the year to review the Multidimensional Principal Performance Rubric. Both rubrics provide the foundation for the administrator's understanding of standards aligned with evidence-based observation techniques to meet new APPR requirements.

The Charlotte Danielson's Framework for Teaching provides administrators with the foundation to understand "evidence" and identify examples of evidence in each of the four domains: *Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities*. The techniques for identifying evidence were explored and modeled through lesson videos provided through the Danielson organization. These workshops addressed the application of Charlotte Danielson's Framework for Teaching.

The principals and superintendent attended workshops conducted by Western Suffolk BOCES to enhance training in evidence-based observation techniques. Throughout the year, collegial discussions and training for all district administrators occurred.

Duration of Training for Element 2: Approximately 12 hours

Element 3: ***Application and use of student growth percentile model and the value-added growth model***

The district's data provided through the New York State Testing Program and approved third party vendors (STAR Early Literacy, STAR Reading, and STAR Math) served as baseline information for the student growth percentile model. Once the value-added model is provided by NYSED, this process will be reviewed with administrators. However, elements included in the NYSED

process for establishing value-added scores were reviewed with administrators at meetings held during the 2012-2013 school year.

The administrators received training in generating reports from the STAR Renaissance program, in addition to analyzing data. The administration of the online STAR Renaissance program at key points during the school year will provide a concluding Student Growth Percentile (SGP) for each class, grade, and school-wide. The terminology of a median SGP was discussed at administrative meetings.

The development of Student Learning Objectives was reviewed with administrators. During this process, the growth percentile model was reviewed. Additionally, the administrators attended workshops conducted by BOCES which addressed Student Learning Objectives.

The application of student growth percentile and value-added growth models will continue to be reviewed and included in ongoing training for administrators.

Duration of Training for Element 3: Approximately 4 hours

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

The following information, as noted in Element 2, provides a summary of training that occurred:

The Charlotte Danielson's Framework for Teaching provides administrators with the foundation to understand "evidence" and identify examples of evidence in each of the four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The techniques for identifying evidence were explored and modeled through lesson videos provided through the Danielson organization. These workshops addressed the application of Charlotte Danielson's Framework for Teaching.

The building principals and superintendent participated in RTTT training conducted through Western Suffolk BOCES, which addressed the Principal Evaluation process and relationship to the teacher evaluation framework and APPR requirements. During the school year, the administrators participated in collegial discussions and training workshops which focused on the evaluation process.

Duration of Training for Element 4: Approximately 12 hours

Element 5: ***Application and use of any assessment tools that the school district utilizes to evaluate classroom teachers or building principals***

The district has selected the NYSED approved STAR Renaissance program to be used as the local assessment for K - 12 teachers. Additionally, the district will be using student data provided through the New York State Testing Program, BARS, SIRS, and data provided through the STAR Renaissance program. These data sources will provide student baseline and growth information with value-added analysis, when available.

The administrators and superintendent attended Western Suffolk BOCES RTTT workshops focused on developing and utilizing Student Learning Objectives. In addition, administrators were trained at meetings held during the school year. This process will continue to be reviewed as a component of the annual re-certification process.

The district utilizes the New York State Reporting System, Statewide Instructional Reporting System (SIRS), and Basic Academic Reporting System (BARS) to generate reports for teachers by class and grade level. The assessment data and information gathered from these reports guides professional development and assists the teacher in identifying needs of individual students. The administrators provide teachers with this information to enhance student achievement.

The teachers and principals' evaluation process includes setting and assessing professional growth goals to ensure the continued growth of staff. This process is reviewed with staff on an annual basis. The APPR plan provides a timeline and details of this process to ensure continued growth of staff.

Duration of Training for Element 5: Approximately 4 hours

Element 6: ***Application and use of any State-approved locally selected measures of student achievement used by the school district to evaluate its teachers and principals***

The district has selected the NYSED approved STAR Renaissance program to be used as the local assessment for K - 12 teachers. Additionally, the district will be using student data provided through the New York State Testing Program, Statewide Instructional Reporting System (SIRS), Basic Academic Reporting System (BARS), and data provided though STAR Renaissance program. These data sources will provide student baseline and growth information with value-added analysis, when available.

The superintendent provided administrators with numerous resources gathered from the NYSED website and Engage NY related to Student Learning Objectives. The exemplars of Student Learning Objectives posted to Engage NY were reviewed with the administrative team.

The administrators reviewed the process for developing Student Learning Objectives for courses that do not have a State assessment. The process for developing baseline and summative assessments was reviewed to determine the process for calculating a teacher's rating and student growth based on elements included in the Student Learning Objective.

Duration of Training for Element 6: Approximately 4 hours

Element 7: ***Use of Statewide Instructional Reporting System***

The Statewide Instructional Reporting System (SIRS) has provided a valuable resource for teachers and administrators to assess student achievement. The district has been utilizing the Basic Academic Reporting System (BARS) through the Regional Information Center (RIC) at Eastern Suffolk BOCES. The data and reports generated through this system has assisted administrators and teachers in identifying areas of student strength and weakness globally (grade level and subject), by disaggregated groups and individually.

The superintendent reviewed the process for accessing the NYSED Portal to verify student-course linkage data with K – 12 teachers and administrators. A district form was developed and reviewed with administrators to ensure that they monitor this process at each school. This item is included in the evaluation process for teachers and administrators.

The district's Chief Information Officer attends monthly meetings conducted by the RIC. The information gathered from these meetings is disseminated to the district's CORE administrative team to ensure that the district's student management system is in compliance with NYSED regulations. Additionally, the CORE team attended numerous BOCES meetings focused on developing master schedules aligned with data requirements reported by NYSED.

The list of data elements utilized by NYSED in reporting data was reviewed with administrators.

Duration of Training for Element 7: Approximately 2 hours

Element 8: ***Scoring methodology utilized by the department or district to evaluate teachers or principals***

The scoring methodology used to evaluate teachers and principals will emanate from data provided through the STAR Renaissance program, Student Learning Objectives, and other measures associated with the plan for evaluating teachers and principals.

The HEDI ranges for teachers and administrators were formulated with the APPR committee. The process for assigning points to each component of the evaluation process was reviewed with administrators. The scoring methodology was developed in alignment with domains specified in Charlotte Danielson's Framework for Teaching and Multidimensional Principal Performance rubrics.

Duration of Training for Element 8: Approximately 2 hours

Element 9: ***Specific considerations in evaluating teachers and principals of English Language Learners and Students With Disabilities***

The administrators have evaluated teachers of Students with Disabilities and English Language Learners utilizing the existing APPR process which is based on New York State Teaching Standards. The Charlotte Danielson Framework for Teaching rubric will be utilized to evaluate all teachers for the 60 point component. The implementation of the APPR process will need to take into consideration the utilization of data from local assessments when arriving at the HEDI score. The score will be based on data gathered from State assessments, such as the NYSESLAT for English Language Learners and New York State Alternate Assessment. Both of these disaggregated groups will be given every consideration in terms of the establishment of baseline data and the expected end points demonstrating growth. In cases where applicable, small groups may be further disaggregated based on baseline information, resulting in different expected end points by student.

The district's Special Education administrators and teachers, as well as English as a Second Language (ESL) teachers, have participated in training as described in other elements. The administrators will continue to meet monthly with these two sub-groups of teachers to ensure that instructional needs of students with disabilities and English Language Learners are addressed, in compliance with APPR regulations.

Duration of Training for Element 9: Approximately 4 hours

Inter-Rater Reliability:

The administrators/evaluators viewed videos of observations and assessed the teacher's performance based on Charlotte Danielson's Framework for Teaching rubric. The administrators/evaluators will continue to attend BOCES workshops and participate in monthly district meetings which address the Charlotte Danielson Framework for Teaching. At monthly administrative meetings, written observations and evaluations will be reviewed and compared to the rubric. The administrators will practice as a group assessing and rating observations through videos. The HEDI scores will be reviewed and discussed to ensure alignment and inter-rater reliability when conducting observations and evaluations.

The administrators will conduct collaborative observations and evaluations. Following the observation collegial discussions will contribute to the inter-rater reliability rating of a teacher's performance.

Duration of Training for Element 9: Approximately 4 hours

Re-certification of Administrators

Each summer, the district's administrative team will participate in two days of training to review evidence-based observation techniques aligned with Charlotte Danielson's Framework for Teaching, in addition to the ISLLC standards aligned with the Multidimensional Principal Performance Rubric. The training for administrators will be ongoing throughout the school year at monthly meetings. Additionally, this process will include working with trained consultants, attending BOCES turn-key workshops, and participating in NYSED and other webinars which address the nine elements required by NYSED for evaluators' training.

Duration of Training for Recertification Element: 12 hours (minimum)

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

School/Department Site Visit

ADMINISTRATOR	**ASSIGNMENT:** **Tenure:_____**	**STATUS: (Check)** **Probation Year:_____**
SCHOOL/DEPARTMENT:		
ADMINISTRATOR'S SIGNATURE: **DATE:**		**SUPERVISOR/ADMINISTRATOR'S SIGNATURE:** **DATE**

PART I: SCHOOL/DEPARTMENT VISIT PLAN AND GOALS:

(Note Context of Visit: Classroom Visit, Faculty Meeting, Parent Meeting, Grade Level/Department Meeting, Committee Meeting, etc.)

PART II: ARTIFACTS ALIGNED WITH GOALS AND/OR DOMAINS:

DOMAIN
DOMAIN 1: Shared Vision for Learning
DOMAIN 2: School Culture and Instructional Program
DOMAIN 3: Safe, Efficient, Effective, Learning Environment
DOMAIN 4: Community
DOMAIN 5: Integrity, Fairness, and Ethics
DOMAIN 6: Political, Social, Economic, Legal, and Cultural Context
ADDITIONAL ITEMS FOR CONSIDERATION:

PART III: SUMMARY FEEDBACK:

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York

ANNUAL PROFESSIONAL PERFORMANCE REVIEW ADMINISTRATORS

ALLOCATION OF 60 POINTS

MEASURE	CATEGORY	POSSIBLE POINTS EARNED
ASSESSMENT OF LEADERSHIP	**DOMAIN I:** Shared Vision for Learning	18 Points
	DOMAIN II: School Culture and Instructional Program	20 Points
	DOMAINS III: Safe, Efficient, Effective Learning Environment	8 Points
	DOMAIN IV: Community	4 Points
	DOMAIN V: Integrity, Fairness, Ethics	6 Points
	DOMAIN VI: Political, Social, Economic, Legal, and Cultural Context	4 Points
TOTAL		**60 Points**

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW ADMINISTRATOR'S CHECKLIST

The administrator will be expected to adhere to the following evaluation components as specified in the Multidimensional Principal's Performance Rubric.

DOMAIN I: Shared Vision of Learning: *An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

✧ **Annual Goals' Work Plan and End-of-Year Assessment** *(12 points)*: The Annual Goals' Work Plan will be addressed at the following meetings held during the school year:

- The plan will be submitted to the supervising administrator at the initial goal-setting conference to be held on or about October 15.
- The mid-year conference will be held with the supervising administrator on or about February 15.
- The end-of-year conference will be held with the supervising administrator on or about June 15, at which time the end-of-year assessment will include an overview of the year's progress
- The annual Goals' Work Plan will need to address strategies and evidence for improving the retention of effective teachers.

✧ **Evidence of Programs Aligned with School's Mission and/or District Goals** *(6 points):* The administrator will maintain a list of special programs aligned with school, district, and/or NYSED initiatives. A collection of artifacts will be compiled to demonstrate alignment with school's mission. The administrator and his/her supervising administrator will collaboratively identify those areas that may need to be addressed during the school year, such as: DASA presentations, character education presentations, or Internet Safety.

DOMAIN II: School Culture and Instructional Program: *An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

- **School/Department Visitations** *(20 points):* The supervising administrator will conduct school/department visitations to assess the school's culture, instructional program, and progress toward goals. For the planned visitation, the administrator will be expected to submit a report detailing the plan for the visit. The second department/school visit will be unannounced. The School Site Visit form will be completed in collaboration with the administrator.

DOMAIN III: Safe, Efficient, Effective Learning Environment: *An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning.*

- **Review of Classroom Observations** *(8 points):* The supervising administrator will review classroom observations during the planned/unannounced visitation. The following items related to classroom observations will be reviewed to assess compliance with the process in addition to the assessment of the quality of the observation: Pre-Observation Conference Forms, Lesson Plan Reports, Lesson Assessment Form, Goals' Plan, and Annual Evaluation Reports.

DOMAIN IV: Communication with Stakeholders: *An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

- **Communication Artifacts** *(4 points):* The administrator will be expected to collect artifacts and provide evidence of communication with stakeholders regarding school initiatives, recognition events, grade-level meeting agendas, student achievement meetings, protocol and schedules, principal's newsletter, letters to parents, etc.

DOMAIN V: Integrity, Fairness, and Ethics: *An educational leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.*

- **Ensures a System of Accountability** *(6 points):* The administrator will be responsible for ensuring that all teachers adhere to the evaluation process, as specified in the APPR Checklist for Teachers, by ensuring all components are implemented. Additionally, the administrator will further ensure that the local 20% component of the evaluation process is implemented according to guidelines specified in the APPR plan.

DOMAIN VI: Political, Social, Economic, Legal, and Cultural Context: *An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

✧ **Evidence of Participation in Professional Growth Activities** *(4 points):*
It is expected that the administrator will continue to advocate for students by becoming familiar with school, district, or NYSED mandates to support student learning. The administrator will continue to participate in professional growth activities aligned with school, district, or NYSED initiatives. The annual report will be submitted to the supervising administrator on or about June 15.

OTHER AREAS:

✧ **Verification of Teacher-Student Data:**
The administrator will ensure that all teachers regularly verify student/course linkage data through the NYSED Data Portal. The administrator will collect the NYSED verification form from each teacher on or about June 15th.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW OTHER CATEGORIES

PLEASE INCLUDE EVIDENCE RELATED TO THE FOLLOWING CATEGORIES IN THE APPR PORTFOLIO BINDER

Category I: Goals and End-of-Year Assessment:

✧ The annual performance review process incorporates initial goal planning meetings held with the administrator and his/her supervising administrator followed by a mid-year meeting to assess the administrator's progress in attaining specified goals. Upon conclusion of the school year, the administrator meets with his/her supervising administrator to discuss progress in meeting identified goals, in addition to overall performance.

✧ Each year district goals are identified which reflect specific needs of the school-community. The administrator will identify professional goals at the initial goal setting meeting to be held on or about October 15. In general, the mid-year progress meeting is held by February 15, whereas the end of year conference will be held on or about June 15. The end-of-year assessment will be submitted to the supervising administrator on or about June 15, annually.

✧ The goals identified at the initial goal setting meeting will be included in the Annual Goals' Work Plan. The administrator will identify a minimum of three goals, annually, aligned with ISLLC standards 1 and 3, as noted:

- Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school-community.
- Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuing management of the organization, operations, and resources for a safe, efficient, and effective learning environment

Category II: Professional Development Activities

✧ A log of Professional Growth Activities, including conference attendance, workshop and committee participation, needs to be submitted to the supervising administrator on or about June 15. The log may be maintained on MyLearningPlan.com or included in the Log of Professional Activities form.

Category III: Communication with Stakeholders

✧ The administrator will maintain a selection of items providing evidence of communication with families. A minimum of eight items, at least four per semester, will need to be presented at the mid-year and end-of-year conference. A sampling of artifacts, which may include items listed, needs to be submitted to the supervising administrator on or about June 15:

- Opening Day Letters to students and parents
- Letters regarding testing procedures
- Letters regarding students expectations
- Memos to staff
- Meeting agendas
- Schedule of events
- Website postings
- Newsletters
- Other Items identified in collaboration with the supervising administrator

Category IV: Classroom Observations

✧ The supervising administrator will review and assess the alignment of classroom observations and teachers' evaluation process with the APPR plan during mid-year and end-of-year conferences.

✧ A log of classroom observations and sample classroom observations will be presented to the supervising administrator and mid-year and end-of-year conferences.

Category V: Professional Meetings

✧ The administrator will maintain a log of professional meetings, including corresponding materials. The administrator and his/her supervising administrator will collaboratively identify other items not reflected in the following list:

- Agendas for faculty meetings, Superintendents' Conference Days, Department meetings, and committee meetings
- Artifacts aligned with the school's or department's mission

✧ A log of professional meetings with agendas will be presented to the supervising administrator and mid-year and end-of-year conferences.

Category VI: Special Programs

✧ The administrator will maintain a list of special programs, including corresponding materials. The administrator and his/her supervising administrator will collaboratively identify other items not reflected in the following list:

- Programs and objectives for DASA presentations
- Programs aligned with the district's character education initiative

✧ The principal and/or director will submit highlights of special programs and activities that support school, district, and State initiatives.

Category VII: Supervisory Visits

✧ The superintendent will conduct a minimum of two school/department visits annually. The first visit will be planned, whereas the second visit will be unannounced. The administrator will provide a schedule for the visit, including a rationale for each class/program to be observed. An overall assessment of the visit will be discussed and documented. Following the unannounced visit, the administrator will prepare a reflection report of the visit

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

MULTIDIMENSIONAL PERFORMANCE REVIEW ADMINSTRATOR'S WORK PLAN FOR GOALS

DOMAIN 1: Shared Vision for Learning

GOALS:

Indicators	Mid-Year Progress	End-of-Year Accomplishments
A. Collaboratively develop and implement a shared vision and mission B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning C. Create and implement plans to achieve goals D. Promote continuous and sustainable improvement E. Monitor and evaluate progress and revise plans		

DOMAIN 2: School Culture and Instructional Program

GOALS:

Indicators	Mid-Year Progress	End-of-Year Accomplishments
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations		
B. Create a comprehensive, rigorous, and coherent curricular program		
C. Create a personalized and motivating learning environment for students		
D. Supervise, monitor, and evaluate the instructional program		
E. Develop assessment and accountability systems to monitor student progress		
F. Develop the instructional and leadership capacity of staff		
G. Promote the use pf appropriate technologies to support teaching and instruction		

DOMAIN 3: Safe, Efficient, Effective Learning Environment

GOALS:

Indicators	Mid-Year Progress	End-of-Year Accomplishments
A. Monitor and evaluate management and operational systems		
B. Obtain, allocate, align and efficiently utilize personnel, fiscal, and technological resources		
C. Promote and protect the welfare and safety of students and staff		
D. Ensure teacher and organizational time is focused to support quality instruction and student learning		

DOMAIN 4: Community

GOALS:

Indicators	Mid-Year Progress	End-of-Year Accomplishments
A. Collect and analyze data and information pertinent to the educational environment		
B. Promote understanding, appreciation, and use of community's diverse cultural, social, and intellectual resources		
C. Build and sustain positive relationships with families and caregivers		
D. Build and sustain productive relationships with community partners		

DOMAIN 5: Integrity, Fairness, and Ethics

GOALS:

Indicators	Mid-Year Progress	End-of-Year Accomplishments
A. Ensure a system of accountability for every student's academic and social success B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior C. Safeguard values of democracy, equity, and diversity D. Consider and evaluate the potential moral and legal consequences of decision-making E. Promote social justice and ensure that individual student needs inform all aspects of the educational environment		

DOMAIN 6: Political, Social, Economic, Legal, and Cultural Context

GOALS:

Indicators	Mid-Year Progress	End-of-Year Accomplishments
A. Advocate for children, families, and caregivers B. Act to influence local, district, State, and National decisions affecting student learning C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies		

Administrator's Name:	School/Department:	Tenured:_____ Non-Tenured Year:_____
Initial Goal Setting Meeting:	Date:	
Mid-Year Progress Meeting:	Date:	
End-of-Year Progress Meeting:	Date:	
Administrator's Signature:		
Supervisor's Signature:		

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL EVALUATION REPORT ADMINISTRATORS

Administrator:	**Title:**	**Status:** (Check) ( ) Tenure ( ) Probationary (Circle) 1 2 3
School:	**Date of End-of-Year Conference:**_____	
Signature indicates receipt of report. **Administrator/Supervisor:**		**Date:**
Immediate Supervisor:		**Date:**

PART I:

DOMAIN I: Shared Vision of Learning
Facilitates the development, articulation and implementation of a school/department vision
Develops, maintains, and articulates a clear sense of the unit/school's mission
Identifies short-term and long-term goals and plans appropriately to achieve these goals

Narrative:

DOMAIN II: School Culture and Instructional Program
Fosters a nurturing school culture that promotes the success of all students
Supervises the instructional program through observation and ongoing dialogue with stakeholders
Assumes leadership in implementing curriculum
Organizes curriculum meetings to meet unit/school instructional priorities
Evaluates the performance of all personnel for whom he/she has supervisory responsibility

Narrative:

ANNUAL EVALUATION REPORT - ADMINISTRATORS

DOMAIN III: Safe, Efficient, and Effective Learning Environment
Maintains a safe and efficient operation of department or school
Promotes and ensures the welfare and safety of students and staff

Narrative:

DOMAIN IV: Leadership Within the School-Community
Collaborates with faculty and community members by responding to interests and needs of the school and community
Interprets school/district educational goals and programs to the public, parents, teachers, and students
Develops and provides for programs designed to promote school/community relations
Keeps immediate supervisor informed of programs and activities related to area of responsibility

Narrative:

DOMAIN V: Integrity, Fairness, and Ethics
Demonstrates growth in scholarship and professional expertise related to position
Upholds high ethical standards and inspires stakeholders to be responsible for students' academic and social success
Implements programs that support the district's character education initiative
Demonstrates growth in scholarship and professional expertise related to position
Upholds high ethical standards and inspires stakeholders to be responsible for students' academic and social success
Engages in self-reflective practice and promotes this practice with all staff and school-community constituencies

Narrative:

ANNUAL EVALUATION REPORT - ADMINISTRATORS

DOMAIN VI: Political, Social, Economic, Legal, and Cultural Context
Attends workshops, professional meetings, and conferences
Contributes to school/district professional meetings
Promotes student learning and improves practice through professional development and engagement
Demonstrates growth in scholarship and professional expertise related to position

OTHER AREAS
Makes sound recommendations with regard to the selection, assignment and employment of personnel
Utilizes achievement and diagnostic assessment data to plan for curriculum needs
Allocates time to familiarize staff with mandates and ensure successful implementation of mandates aligned with school/department/program goals and initiatives
Analyzes problems and seeks solutions by developing conclusions and recommendations

OVERALL ASSESSMENT:

PART I TOTAL POINTS: _____

PART II: Overview of Student Growth: Locally Selected Measures:

This component of the Annual Evaluation Report reflects 20% of the evaluation, based on the performance of students on locally selected measures, as described. The overall rating for this category will be: Highly Effective, Effective, Developing, and Ineffective.

THIS SECTION IS BASED ON STAR AND OTHER LOCAL ASSESSMENTS

OVERALL ASSESSMENT:

PART II TOTAL POINTS: _____

ANNUAL ATTENDANCE:

OVERALL ASSESSMENT

PARTS I and II TOTAL POINTS: _____

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL EVALUATION REPORT

NOTE: THIS SECTION OF THE END-OF-YEAR EVALUATION WILL BE COMPLETED IN SEPTEMBER FOLLOWING RECEIPT OF STATE SCORE

Administrator:	**Title:**	**Status:** (Check) ( ) Tenure ( ) Probationary (Circle) 1 2 3
School:	**Date of End-of-Year Conference:_____**	
Signature indicates receipt of report. **Administrator/Supervisor:**		**Date:**
Immediate Supervisor:		**Date:**

PART III: Overview of Student Growth: State Assessments or Comparable Measures:

This component of the Annual Evaluation Report reflects 20% of the evaluation based on performance of students on State Assessments, where applicable, or comparable measures, as described.

Overall Rating:

The overall rating for this category will be provided by the New York State Education Department on or about September 30 annually.

PART III TOTAL POINTS: _____

OVERALL COMPOSITE SCORE

PARTS I, II, and III: TOTAL POINTS: _____

Rating	Growth on State Assessments	Growth on Locally-selected measures	Other Measures (60 points)	Overall Composite Score
Highly Effective	18 – 20	18 – 20	55 - 64	91 – 100
Effective	9 – 17	9 – 17	40 - 54	75 – 90
Developing	3 – 8	3 – 8	30 -39	65 – 74
Ineffective	0 – 2	0 – 2	0 - 29	0 - 64

The Administrator's rating is: _____

_____
Administrator's Signature/Date

_____
Administrator's Signature/Date

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW EVALUATION ARTIFACTS - ADMINISTRATOR

The following suggestions about appropriate artifacts to include in a principal's portfolio are grouped by the Standards for School Leaders. They are included as a way to provide examples, and not intended to be an all-inclusive or proscriptive list. *(Note: This document was developed by the Iowa School Leaders and Wallace Foundation.)*

STANDARD #1: VISION

- Copy of School Improvement Plan, Building Improvement Plans/grade level goals
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- Weekly school newsletter
- Monthly student recognition
- Local newspaper articles highlighting achievement
- Building wide discipline plans/academic guidelines
- Character Education programs
- Establishing student organization in support of student learning
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade level meetings, team meetings too)
- District report card/building report – annual report to all community – three year comparison
- Mission/Vision statement disseminated to staff and parents
- Parents as Partners Education programs
- Tours of building and sites to prospective parents

STANDARD #2: SCHOOL CULTURE FOR LEARNING

- Staff in-service quarterly – focusing on reading in the content areas
- Walk-through supervision
- Serve on a member of committees that address APPR, Common Core, DASA, etc.
- Teacher evaluation artifact(s)
- Faculty meeting agenda (professional and development issues)
- Copy of professional growth plan
- Attendance at state and national conferences

- Building level study teams
- Provides staff with professional reading material
- Provides opportunities for teachers to observe best practice (both inside and outside discipline)
- Uses state definitions and guidelines as a basis for staff development
- Selection of teachers
- Develop a model portfolio for teachers
- Involved and lead teacher-in-service

STANDARD #3: SAFE, EFFECTIVE, EFFICIENT LEARNING

- Building expectations/rules posted
- Student, faculty, substitute, and teacher handbook
- Newsletter
- Crisis plan
- Staff memos – agendas
- Phone log – email
- Fire marshal reports/fire and disaster drill records
- Regular meetings with maintenance staff; save agendas of those meetings
- Use technologies to streamline procedures for attendance, grades, registration
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Safety committee meeting/crisis management plan
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Minutes of faculty meetings, department head meetings
- Physical plant management plan/walk through
- Student (new and incoming) orientation
- Budget management procedures collaboration

STANDARD #4: WORKING WITH PARENTS AND COMMUNITY

- Parent advisory committee minutes or agenda
- Parent volunteer list and recognition ceremony
- Site-councils
- Junior Achievement/pictures of classes, sample lesions
- Field trips – community support
- Building assistance teams
- School website hits
- Log of referrals of students and families to community agencies
- Log of placement of students (SPED) in communities/agencies
- Student council agenda and minutes
- Establish business partnerships to enhance collaboration in community
- Job shadowing/internships (data)
- Mentors (adults/students)
- School -to- career programs

- Examples of parental involvement and input i.e. PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/organization
- Career day brochure
- Programs with community agencies, YMCA, Mental Health
- Participation in Shared-Decision meetings
- Presentations to the Board of Education

STANDARD #5: ETHICS/INTEGRITY

- Establish a character education program in the school and document activities
- Periodic assemblies that have role-plays and examples of good character
- Provide speakers/programs for parents
- Discipline referral sheets – showing same treatment
- Share character education information on newsletters to connect with parents and gain support
- Recognize those showing character
- Culture fest to celebrate diversity
- Provides multi-lingual newsletters and other school communications
- School calendar reflects many ethnic religious holidays based on school demo
- Demographic representation on all school committees and booster groups
- Building-wide management plan (done by all stakeholders)
- Student handbook (policies and procedures)
- Maintains confidentiality of issues and discipline (students and staff)
- Review of handbook to show implementing policies
- Addresses specific concerns of families/student regarding specific issues
- Involve students in community service events, programs
- Observations or knowledge of community service work or participation

STANDARD #6: POLITICAL, ECONOMIC, AND CULTURAL CONTEXT

- Meet monthly with administrative team to plan staff development for teachers and log meeting notes and action
- Active member of district curriculum committees
- Speaker at service club
- Share progress on district goals to P.T.A.
- Culture Fest celebrating school/community diversity
- Site-Council implementation at the building level
- Log of outside community resource agencies
- Communication log – local/state decision makers
- District committee agenda
- Guides staff in disaggregating data
- Use demographic data of community to establish student learning needs
- Observations of participation in community forums
- Write articles in newsletter or local paper

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW FOR TEACHERS

PART I: CLASSROOM OBSERVATIONS (Domains I, II, and III) (36 Points)

Charlotte Danielson's Framework for Teaching		TOTAL POINTS
CLASSROOM OBSERVATION (Formal)	Domain I: Planning and Preparation	27 Points
	Domain II: Classroom Environment	
	Domain III: Instruction	
CLASSROOM OBSERVATION (Informal- Unannounced)	Domain II-Classroom Environment and/or Domain III-Instruction	9 Points
TOTAL:		**36 Points**

PART II: OTHER AREAS (Domain IV) (24 points)

Charlotte Danielson's Framework for Teaching	TOTAL POINTS
Domain IV: Evidence of: **Professional Growth Activities** **Goals' Plan and Assessment of Goals** **Assessment of Lesson Observation** **Communication with Families** **Maintaining Accurate Records** **Professionalism** **Participation in a Professional Community** **Lesson Planning**	**24 Points**
TOTAL	**24 Points**

TOTAL PART I AND PART II:	**60 Points**

HARBORFIELDS CENTRAL SCHOOL DISTRICT

ANNUAL TEACHER'S CHECKLIST

The following items must be completed and submitted to the supervising administrator throughout the school year:

- ☐ **Annual Goals' Work Plan:** This Annual Goals' Work Plan will be addressed at the following meetings held during the school year:
  - The plan will be submitted to the supervising administrator at the initial goal-setting conference to be held in October.
  - The mid-year conference will be held with the supervising administrator by February 15.
  - The end-of-year conference will be held with the supervising administrator on or about May 15, at which time the goals' work plan will include an overview of the year's progress.

- ☐ **Observations:**
  - **Formal Observation(s):** The Formal Observation will include the following components:
    - Pre-Observation Conference
    - Completion of Pre-Observation Conference Form and Charlotte Danielson rubric highlighted with components to be addressed in the observation
    - Completion of Lesson Plan Report
    - Post Observation Conference
    - Completion of Lesson Assessment Form

  - **Classroom Observation:** The unannounced Classroom Observation will only include the following component:
    - Post-Observation Conference

- ☐ **Log of Professional Growth Activities:**
  - Submit the annual report obtained from the teachers' individual MyLearningPlan report and/or APPR Activity Log on or about June 15. A minimum of 35 hours needs to be accrued annually.

- ☐ **Evidence of Communication with Families:**
  - Submit a minimum of eight pieces of evidence of communication with families and/or APPR Activity Log (Note: At least one item should be submitted per quarter/trimester)

- ☐ **Evidence of Participation in a Professional Community:**
  - Submit a minimum of six pieces of evidence and/or Activity Log (Note: At least one item should be submitted per quarter/trimester)

- ☐ **Evidence of Lesson Planning:**
  - As directed by the supervising administrator

- ☐ **Verification of Teacher-Student Data:**
  - Visit sign-in location for Education Data Portal once PIN is provided by District Office – http://edp.nysed.gov

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL GOALS' WORK PLAN

GOAL	ACTION PLAN/ STRATEGIES	END OF YEAR ASSESSMENT
GOAL #1:		
GOAL #2:		
GOAL #3:		

Teacher _____ Immediate Supervisor _____ Date _____

HARBORFIELDS CENTRAL SCHOOL DISTRICT

LESSON PLAN REPORT

TEACHER'S NAME/SCHOOL: _____

CLASS OBSERVED: _____

OBSERVATION DATE: _____

CLASS MAKE-UP: _____

1. **LESSON OBJECTIVE(S):**

_____

_____

_____

2. **LESSON PROCEDURES (approx. 1 page):**

_____

_____

_____

3. **ASSESSMENT OF STUDENT LEARNING:**

_____

_____

_____

4. **STANDARDS ADDRESSED (i.e. CCCS 1.4):**

_____

_____

_____

HARBORFIELDS CENTRAL SCHOOL DISTRICT

CLASSROOM OBSERVATION REPORT

TEACHER	ASSIGNMENT	DATE OF OBSERVATION
SCHOOL:		
TEACHER'S SIGNATURE: DATE: (Signature indicates receipt of report)		SUPERVISOR/ADMINISTRATOR'S SIGNATURE: DATE:
Pre-observation Conference Date:		Post-Observation Date:
LESSON DESCRIPTION:		

DOMAIN I: PLANNING AND PREPARATION	
COMPONENT: EVIDENCE:	RATING

DOMAIN III: INSTRUCTION	
COMPONENT: EVIDENCE:	RATING

DOMAIN:	
COMPONENT: EVIDENCE:	RATING

SUMMARY: _____

_____

_____

OVERALL RATING: _____

HARBORFIELDS CENTRAL SCHOOL DISTRICT

ASSESSMENT OF LESSON OBSERVATION

TEACHERS'S NAME/SCHOOL: _____

CLASS OBSERVED: _____

DATE OF THE OBSERVATION: _____

1. Were your lesson objectives achieved? If so, how?

_____

_____

_____

_____

2. Assess your instructional delivery. Are there modifications you would make to this lesson? If so, please elaborate.

_____

_____

_____

_____

3. How was your assessment of student learning achieved? (may include samples of student work)

_____

_____

_____

4. Additional Reflections (optional):_____

_____

_____

HARBORFIELDS CENTRAL SCHOOL DISTRICT

ANNUAL EVALUATION REPORT

TEACHER:	ASSIGNMENT:	STATUS: (Check) [ ] Tenure [ ] Probation [ ] Reg. Sub. [ ] Part-Time Probationary Year (Circle) 1 2 3 DATE OF END-OF-YEAR CONFERENCE:
SCHOOL:		
TEACHER'S SIGNATURE: DATE: (Signature indicates receipt of this report)		SUPERVISOR/ADMINISTRATOR'S SIGNATURE: DATE

PART I: Total points assigned to observations:

- Observation 1: _____
- Observation 2: _____
- Observation 3: _____
- Observation 4: _____
- Observation 5: _____

TOTAL POINTS: _____

The following domains should be completed as a narrative providing a summary of the teacher's progress in the following domains specified in Charlotte Danielson's Rubric:

DOMAIN
DOMAIN 1: Planning and Preparation
DOMAIN 2: The Classroom Environment
DOMAIN 3: Instruction
FURTHER ITEMS FOR CONSIDERATION:

PART II: An overall summary including a narrative, should be noted for the following categories specified in Domain IV-Professional Responsibilities:

- Log of Professional Growth Activities
- Goals' Plan and Assessment of Goals
- Assessment of Lesson Observation
- Evidence of Communication with Families
- Evidence of Participation in a Professional Community
- Evidence of Lesson Planning

OVERALL ASSESSMENT:

PART II TOTAL POINTS: _____

PART III: Overview of Student Growth: Locally Selected Measures

This component of the Annual Evaluation Report reflects 20% of the evaluation based on the performance of students on locally selected measures, as described. The overall rating for this category will be: Highly Effective, Effective, Developing, and Ineffective.

THIS SECTION IS BASED ON STAR ASSESSMENTS

OVERALL ASSESSMENT:

PART III TOTAL POINTS: _____

ANNUAL ATTENDANCE: _____

NYSED VERIFICATION SUBMITTED: _____

OVERALL ASSESSMENT

PARTS I, II, and III TOTAL POINTS: _____

HARBORFIELDS CENTRAL SCHOOL DISTRICT

ANNUAL EVALUATION REPORT

NOTE: THIS SECTION OF THE END-OF-YEAR EVALUATION WILL BE COMPLETED IN SEPTEMBER FOLLOWING RECEIPT OF STATE SCORE

TEACHER:	**ASSIGNMENT:**	**STATUS: (Check)** **[ ] Tenure [ ] Probation [ ] Reg. Sub. [ ] Part-Time Probationary** **Year (Circle) 1 2 3**
SCHOOL:		**DATE OF END-OF-YEAR CONFERENCE:**
TEACHER'S SIGNATURE: **DATE:** **(Signature indicates receipt of this report)**		**SUPERVISOR/ADMINISTRATOR'S SIGNATURE:** **DATE**

PART IV: Overview of Student Growth: State Assessments or Comparable Measures

This component of the Annual Evaluation Report reflects 20% of the evaluation based on performance of students on State Assessments, where applicable, or comparable measures, as described.

Overall Rating:

The overall rating for this category will be provided by the New York State Education Department on or about September 30 annually.

PART IV TOTAL POINTS: _____

OVERALL COMPOSITE SCORE:

PARTS I, II, III, and IV: TOTAL POINTS: _____

Rating	Growth on State Assessments	Growth on Locally-selected measures	Other Measures (60 points)	Overall Composite Score
Highly Effective	18 – 20	18 – 20	55 - 60	91 – 100
Effective	9 – 17	9 – 17	40 - 54	75 – 90
Developing	3 – 8	3 – 8	30 - 39	65 – 74
Ineffective	0 – 2	0 – 2	0 - 29	0 - 64

The teacher's rating is:_____

_____ _____

Teacher's Signature/Date Administrator's Signature/Date

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

NYSED DATA VERIFICATION

TEACHER'S NAME/SCHOOL: _____

FIRST VERIFICATION: OCTOBER

DATE: _____

_____ **I have reviewed the NYSED Portal and student data for my classes/ courses is accurate:**

_____ **I have reviewed the NYSED Portal and the following changes need to be made to the student data:**

Teacher's Signature: _____

SECOND VERIFICATION: JANUARY

DATE:_____

_____ **I have reviewed the NYSED Portal and the student data for my classes/ courses is accurate:**

_____ **I have reviewed the NYSED Portal and the following changes need to be made to the student data:**

Teacher's Signature: _____

THIRD VERIFICATION: JUNE

DATE:_____

_____ **I have reviewed the NYSED Portal and the student data for my classes/ courses is accurate:**

_____ **I have reviewed the NYSED Portal and the following changes need to be made to the student data:**

Teacher's Signature: _____

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW TEACHERS WITH MORE THAN ONE GROWTH MEASURE

The HEDI score for a teacher with multiple growth measures will be weighted proportionately based on the number of students in the class/grade. The process for combining multiple growth measures into a single subcomponent HEDI category and score will be aligned with the example and method noted below. If the calculation results in a score that is not a whole number, it is expected that HEDI scores will be rounded to the nearest whole number. Therefore, if the actual HEDI calculation is less than 0.5, the HEDI score will be truncated to the lower value, whereas, if the calculation is 0.5 or greater, then the HEDI score will be moved to the upper value. For example, if the HEDI score calculation is 14.3, then the HEDI score will be 14, whereas, if the actual HEDI score is 14.8, then the HEDI score will be 15.

The following example references a third grade teacher who instructs three ELA classes:

TEACHER WHO INSTRUCTS THREE ELA CLASSES No Value-Added Measure				
CLASS	Number of Students	Percent of Growth Demonstrated	HEDI Score	HEDI Points Awarded
Class A -Period 1	30	92%	19	7.60
Class B -Period 2	24	70%	7	2.24
Class C -Period 3	21	80%	14	3.92
TOTAL	**75**			**13.76**

The calculation for determining the HEDI points awarded is based on the following formula:

- Step 1: Total the number of students in the three classes. (Total = 75)
- Step 2: Calculate the percentage weight associated with each class:
  - Class A: 30/75 =.40
  - Class B: 24/75 = .32
  - Class C: 21/75 = .28
- Step 3: Multiply the HEDI score by the percentage weight for each class:
  - Class A: .40 x 19 = 7.60
  - Class B: .32 x 7 = 2.24
  - Class C: .28 x 14 = 3.92
- Step 4: Tally the total points for each class to determine HEDI Points to be awarded

Based on this calculation, since the actual HEDI score is 13.76, the reported score for the teacher would be 14. Therefore, the HEDI rating for the teacher would be Effective.

This calculation process will be utilized for HEDI scales referencing the value-added model of 0 - 15 points, in addition to the 0 - 20 points.

This section was uploaded as an attachment.

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW APPEALS PROCESS FOR ADMINISTRATORS

With respect to the Appeals Process for Administrators, the parties have also agreed as follows: ..." The negotiated appeals process remains the same, it includes all 12 items. However, item 12 of the process, as specified below, is being shared with SED as an attachment to the APPR plan and will be denoted in the following manner: Section 11.3 Appendix-Appeals Process for Administrators:

Item 12: However, the District agrees that no "ineffective" rating appealed under the terms of the expired appeals process shall be used as a basis, or as evidence, in an expedited 3020-a hearing brought pursuant to 3012-c of the Education Law. Nothing herein shall preclude the District from using an evaluation that has been appealed under an expired appeals process as the basis or as evidence in any charge of pedagogical incompetency that is not brought pursuant to the expedited procedures set forth in Education Law Section 3020-a(3)(c)(i-a)(A).

HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York 11740

ANNUAL PROFESSIONAL PERFORMANCE REVIEW TEACHERS WITH MORE THAN ONE LOCALLY SELECTED MEASURE

The HEDI score for a teacher with multiple locally selected measures will be weighted proportionately based on the number of students in the class/grade. The process for combining multiple locally selected measures into a single subcomponent HEDI category and score will be aligned with the example and method noted below. If the calculation results in a score that is not a whole number, it is expected that HEDI scores will be rounded to the nearest whole number. Therefore, if the actual HEDI calculation is less than 0.5, the HEDI score will be truncated to the lower value, whereas, if the calculation is 0.5 or greater, then the HEDI score will be moved to the upper value. For example, if the HEDI score calculation is 14.3, then the HEDI score will be14, whereas, if the actual HEDI score is 14.8, then the HEDI score will be 15.

The following example references a third grade teacher who instructs three ELA classes:

TEACHER WHO INSTRUCTS THREE ELA CLASSES No-Value-Added Measure				
CLASS	Number of Students	Percent of Growth Demonstrated	HEDI Score	HEDI Points Awarded
Class A-Period 1	30	92%	19	7.60
Class B-Period 2	24	70%	7	2.24
Class C-Period 3	21	80%	14	3.92
TOTAL	**75**			**13.76**

The calculation for determining the HEDI points awarded is based on the following formula:

- Step 1: Total the number of students in the three classes. (Total = 75)
- Step 2: Calculate the percentage weight associated with each class:
  - Class A: 30/75 =.40
  - Class B: 24/75 = .32
  - Class C: 21/75 = .28
- Step 3: Multiply the HEDI score by the percentage weight for each class:
  - Class A: .40 x 19 = 7.60
  - Class B: .32 x 7 = 2.24
  - Class C: .28 x 14 = 3.92
- Step 4: Tally the total points for each class to determine HEDI Points to be awarded

Based on this calculation, since the actual HEDI sore is 13.76, the reported score for the teacher would be 14. Therefore, the HEDI rating for the teacher would be Effective.

This calculation process will be utilized for HEDI scales referencing the value-added model of 0 - 15 points, in addition to the 0 - 20 points.

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 certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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

Signatures, dates

Superintendent Signature: Date:

Diana Todar 8-30-2013

Teachers Union President Signature: Date:

Jeffrey A. Shade 8/30/13

Administrative Union President Signature: Date:

8/30/13

Board of Education President Signature: Date:

8-30-2013