



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

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February 28, 2014

**Revised**

Robert J. Miller, Superintendent  
Herkimer Central School District  
801 West German St.  
Herkimer, NY 13350

Dear Superintendent Miller:

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,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.  
Commissioner

Attachment

c: Mark Vivacqua

**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 Tuesday, February 25, 2014

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 210601060000

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

210601060000

#### 1.2) School District Name: HERKIMER CSD

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

HERKIMER 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 Tuesday, February 25, 2014

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

District-determined assessments from list of State-approved 3<sup>rd</sup> 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 3<sup>rd</sup> 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	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria will be based on the percentage of students who meet or exceed the target and corresponding HEDI score of 0 - 20 points will be assigned. (see 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 work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria will be based on the percentage of students who meet or exceed the target and corresponding HEDI score of 0 - 20 points will be assigned. (see 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 work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

## 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	Not applicable	n/a as the teachers are common branch
7	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES Regional Developed 7th grade science assessment

  

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria will be based on the percentage of students who meet or exceed the target and corresponding HEDI score of 0 - 20 points will be assigned. (see 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 work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

## 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	Not applicable	n/a as the teachers are common branch
7	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES Regional Developed 7th grade social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria will be based on the percentage of students who meet or exceed the target and corresponding HEDI score of 0 - 20 points will be assigned. (see Section 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

## 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	HFHO/Oswego BOCES Regional Developed 9th grade 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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

## 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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

## 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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. The district will offer both the Integrated Algebra Regents and the Common Core Algebra Regents to all students enrolled in algebra and the highest score will be used for the growth computation.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.

Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

## 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	HFHO/Oswego BOCES Regional Developed 9th grade English assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES Regional Developed 10th grade English assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive and Common Core English 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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. The district will offer both the Comprehensive English Regents and the Common Core English Regents to all students enrolled in Eleventh Grade English and the highest score will be used for the growth computation.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.

Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
All other courses	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed grade and subject specific assessment
Elem art K - 6	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed Grades K-6 art assessment
Art 7 - 8	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed Grades 7-8 art assessment
Art 9 - 12	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed Grades 9-12 art assessment
PE K - 6	District, Regional or BOCES-developed	Herkimer Central School District-developed Grades k-6 PE assessment
PE 7 - 8	District, Regional or BOCES-developed	Herkimer Central School District-developed Grades 7-8 PE assessment
PE 9 - 12	District, Regional or BOCES-developed	Herkimer Central School District-developed Grades 9-12 PE assessment
Music K -6	District, Regional or BOCES-developed	Herkimer Central School District-developed Grades k-6 music assessment
Music 7 - 8	District, Regional or BOCES-developed	Herkimer Central School District-developed Grades 7-8 music assessment
Music 9 - 12	District, Regional or BOCES-developed	Herkimer Central School District-developed Grades 9-12 music assessment
Participation in Government	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed Grade 12 P.I.G. assessment
Economics	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed Grade 12 Economics assessment
Health grade 7/8	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed Grades 7-8 health assessment
Health grade 10	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed Grade 10 health assessment
Technology 7 - 8	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed Grades 7-8 technology assessment

Technology 9 - 12	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed Grades 9-12 technology assessment
Family Consumer Science 7/8	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed Grades 7-8 family consumer science assessment
Family Consumer Science 9 - 12	District, Regional or BOCES-developed	HFHO/Oswego BOCES regionally developed Grades 9-12 family consumer science assessment
LOTE Spanish 7 -8	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regional Developed Grades 7-8 Spanish assessment
LOTE French 7 - 8	District, Regional or BOCES-developed	HFHO/Oswego BOCES Regional Developed Grades 7-8 French 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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

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/12186/699439-avH4IQNZMh/2.10 All Other Courses 2-4-2014.doc

## 2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12186/699439-TXEttx9bQW/Scale 2-4-2014.rtf

## 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.

NONE

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, February 25, 2014

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> 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	NY State Science Assessment Grade 4
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for students at the building level. All targets must have lead evaluator approval. All HEDI criteria will be based on the percentage of students who meet or exceed the target and corresponding HEDI score of 0 - 15 points (with value added) 0-20 Points (without value added) will be assigned. (see Section 3.3) In grade 4, HEDI points will be awarded to teachers based on the percentage of students grade-wide meeting the target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 90-100 percent of students meet the school determined achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 57-89 percent of students meet the school determined achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 40-56 percent of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 0-39 percent of students meet the school determined achievement target.

### 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	NY State Science Assessment Grade 4
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	4) State-approved 3rd party assessments	STAR Math Enterprise
8	4) State-approved 3rd party assessments	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the classroom target for students at the building level. All targets must have lead evaluator approval. All HEDI criteria will be based on the percentage of students who meet or exceed the target and corresponding HEDI score of 0 - 15 points (with value added) 0-20 points (without value added) points will be assigned. (see Section 3.3) In Grade 4, HEDI points will be awarded to teachers based on the percentage of students grade-wide meeting the target.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 90-100 percent of students meet the school determined achievement target.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic achievement that meets the school determined achievement target; 57-89 percent of students meet the school determined achievement target.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 40-56 percent of students meet the school determined achievement target.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher does not result in academic student achievement that meets the school determined achievement target; 0-39 percent of students meet the school determined achievement target.</p>

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/161580-rhJdBgDruP/Scale [2].rtf

## 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in

the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> 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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. These SLO's will be based on the percentage of students school wide meeting the growth target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

### 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 Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Math 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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the
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scoring band chart attached and described below. These SLO's will be based on the percentage of students school wide meeting the growth target.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

### 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	Not applicable	N/A as the teachers are common branch
7	6(ii) School wide measure computed locally	STAR Reading and Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading and Math 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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead for evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. These SLO's will be based on the percentage of students school wide meeting the growth target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.

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

The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

### 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	Not applicable	N/A as the teachers are common branch
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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. These SLO's will be based on the percentage of students school wide meeting the growth target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

### 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	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global 1,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Global 2	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global 1,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
American History	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global 1,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment

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.	HEDI points will be allocated to a teacher based on a % of students school-wide who score 65 or better on the listed regents exams. The district will offer both the Comprehensive English Regents and the Common Core English Regents to all students enrolled in Common Core Eleventh Grade English and the highest score will be used for the achievement computation. The district will offer both the Integrated Algebra Regents and the Common Core Algebra Regents to all students enrolled in Common Core Algebra and the highest score will be used for the achievement computation.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100 percent
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	57-89 percent
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-56 percent
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39 percent

### 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	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Earth Science	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Chemistry	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Physics	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment

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.	HEDI points will be allocated to a teacher based on a % of students school-wide who score 65 or better on the listed regents exams. The district will offer both the Comprehensive English Regents and the Common Core English Regents to all students enrolled in Common Core Eleventh Grade English and the highest score will be used for the achievement computation. The district will offer both the Integrated Algebra Regents and the Common Core Algebra Regents to all students enrolled in Common Core algebra and the highest score will be used for the achievement computation.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100 percent
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	57-89 percent
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-56 percent

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

0-39 percent

### 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	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Geometry	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Algebra 2	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment

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.	HEDI points will be allocated to a teacher based on a % of students school-wide who score 65 or better on the listed regents exams. The district will offer both the Comprehensive English Regents and the Common Core English Regents to all students enrolled in Common Core Eleventh Grade English and the highest score will be used for the achievement computation. The district will offer both the Integrated Algebra Regents and the Common Core Algebra Regents to all students enrolled in Common Core algebra and the highest score will be used for the achievement computation.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

90-100 percent

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	57-89 percent
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-56 percent
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39 percent

### 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	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Grade 10 ELA	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Grade 11 ELA	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment

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.	HEDI points will be allocated to a teacher based on a % of students school-wide who score 65 or better on the listed regents exams. The district will offer both the Comprehensive English Regents and the Common Core English Regents to all students enrolled in Common Core Eleventh Grade English and the highest score will be used for the achievement computation. The
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district will offer both the Integrated Algebra Regents and the Common Core Algebra Regents to all students enrolled in Common Core algebra and the highest score will be used for the achievement computation.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100 percent
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	57-89 percent
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-56 percent
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39 percent

### 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
Art 9 - 12	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Music 9 - 12	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
PE 9 - 12	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Participation in Govt.	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Economics	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Health 10	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Technology 9 - 12	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment

Family Consumer Science 9 - 12	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
LOTE 9 Spanish	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
LOTE 9 French	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
LOTE 10 Spanish	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
LOTE 10 French	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
LOTE 11 Spanish	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
LOTE 11 French	6(ii) School wide measure computed locally	5 NYS Regents exams, Comprehensive English Regents and the Common Core English Regents , Global I,US History, Integrated Algebra Regents and the Common Core Algebra Regents, living environment
Art 7 - 8	6(ii) School wide measure computed locally	STAR Reading Enterprise
Music 7 - 8	6(ii) School wide measure computed locally	STAR Reading Enterprise
PE 7 - 8	6(ii) School wide measure computed locally	STAR Reading Enterprise
Family Consumer Science 7 - 8	6(ii) School wide measure computed locally	STAR Reading Enterprise
Technology 7 - 8	6(ii) School wide measure computed locally	STAR Reading Enterprise
Health 7 - 8	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	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.

growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. At Grades K - 3 HEDI points will be awarded to teachers based on the % of students school-wide meeting the target. At Grades 4 - 8, HEDI points will be awarded to teachers based on the percentage of students school-wide meeting the target. At grades 9 - 12, HEDI points will be allocated to a teacher based on a percentage of students school-wide who score 65 or better on the listed Regents exams. The district will offer both the Comprehensive English Regents and the Common Core English Regents to all students enrolled in Common Core Eleventh Grade English and the highest score will be used for the achievement computation. The district will offer both the Integrated Algebra Regents and the Common Core Algebra Regents to all students enrolled in Common Core algebra and the highest score will be used for the achievement computation.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	90-100 percent
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	57-89 percent
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-56 percent
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39 percent

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/12149/699440-Rp00l6pk1T/Form3\_12\_AllOtherCourses 2-25-2014.doc

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/699440-y92vNseFa4/Scale 2-4-2014.rtf

### 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.

NONE

### 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.

Teachers with more than one locally-selected measure will have their scores computed by weighted average proportionate to the number of students covered by each assessment. Standard rounding rules will apply unless the impact of rounding the components results in a change in the teacher's overall HEDI rating in which case the score for each component will be rounded down.

### 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 Friday, February 28, 2014

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(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]	50
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

Based on the number of points earned by the teacher for each standard, the points are totaled out of 60 as described in "Measuring Teacher Effectiveness" document.

The NYSUT Rubric will be used as the tool to measure how teachers will meet the NYS Teacher Standards. Teachers will be provided with the NYSUT rubric, with points designated for each standard observed or measured after each observation (announced and

unannounced). Other measures of effectiveness can be shared during the post conferences after the announced and unannounced observations and points will be shared. The evaluator will rate each performance indicator and based on the evidence will assign a rating and score for each outlined standard. The standard scores from each observation for other measures will be added together to result in a score for that section. The total of the two observations will be added together with the other measures section for a total score from 0 - 60.

The breakdown of points based on standards will be assigned as follows:

One Announced Observation (Total possible points 30):  
Standards 2, 3, 4 (10 points maximum each)

One Unannounced Observation (Total possible points 20):  
Standards 2 and 3 (8 Points Each) and Standard 4 (4 Points)

Other Measures of Effectiveness (Total possible points 10):  
Standards 1, 5, 6, and 7 (2.5 points each)

Announced Observation 30 points possible  
Unannounced Observation 20 points possible  
Other Measures 10 points possible

Leads to a maximum of 60 HEDI Points

The score for this component will be rounded to the nearest whole number with standard rounding rules unless the result of rounding the components results changes the HEDI composite rating in which case each component will be rounded down. The rubric scores listed on the chart on the minimum scores necessary to achieve the corresponding HEDI point value.

Note: Any element that an evaluator or lead evaluator collects evidence for during an observation will be rated.

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/12179/699441-eka9yMJ855/4.5 Other Measures Revised 2-28-2014.rtf

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 work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Highly Effective achievement target range, 59-60.
Effective: Overall performance and results meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Effective achievement target range, 57-58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within meets the district determined Developing achievement target range, 41-56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The work of the teacher results in achievement of the NYS Teaching Standards that falls within the district determined Ineffective achievement target range, 0-40.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	41-56
Ineffective	0-40

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Enter 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 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

Formal/Long	1
Informal/Short	1
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 Wednesday, October 16, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	41-56
Ineffective	0-40

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, February 25, 2014

## Page 1

### 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/5265/161578-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN (TIP).docx

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### APPEALS PROCESS

##### A. Teacher Request for Supporting Documents

Within ten school days of receipt of the APPR, the teacher may request, in writing, that the administrator issuing the APPR provide to the teacher a copy of any and all documents and written material upon which the APPR was based. The authoring administrator shall provide all such documents to the teacher within ten school days of the request. Only material provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

#### B. Right to Appeal

1. Only tenured teachers who receive an APPR rating of "INEFFECTIVE" and "DEVELOPING" may appeal their APPR through the procedure herein. A teacher may file only one appeal from a single APPR.

2. Probationary teachers may not file appeals through the procedure established herein, but may file a written rebuttal which shall be attached to the APPR. Probationary teachers only may challenge claims of APPR procedural violations through the contractual grievance procedure.

#### C. Filing of Appeal by Tenured Teacher

A tenured teacher may file a written appeal of the APPR within ten school days of the receipt of the requested supporting documents or within 10 days of receipt of the APPR if no documents requested or within 10 days of the district's alleged failure to issue and/or implement TIP. Any appeal shall be filed with the superintendent of schools.

An appeal of an APPR must be based upon one or more of the following grounds:

-- The District's failure to adhere to the standards and the methodologies required for the APPR that are set forth in Education Law ~3012-c and applicable rules and regulations;

-- The District's failure to comply with locally negotiated procedure and

-- The District's failure to issue and/or implement the terms of the TIP, where applicable, as required under Education Law ~3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why the appealing teacher believes the APPR should be modified.

D. Appeals shall be referred for consideration by the APPR Appeals Committee, a standing committee made up of two tenured administrators from within the District appointed by the superintendent of schools, and two tenured teachers from within the District appointed by the President of the HFA. All members of the committee, including substitute members, shall be appointed for a term of three years, and all members shall be required to complete the agreed upon training. The parties agree that in the event the work of the committee would require a member of the committee to consider an appeal from an APPR that the committee member authored, or if a member of the committee wishes to be excused from consideration of any appeal, the appealing teacher shall have the option of either having the appeal considered by a subcommittee of one administrator and one teacher, or having the appeal considered by the remaining members of the committee and a substitute committee member selected, for that appeal only by the superintendent of schools, in the event an administrator is excused, or by the president of the HFA, in the event a teacher is excused. The teacher may put in writing if (s)he wants a current committee member excused and replaced by an alternate. If either party wants any changes to the committee they must make that request within two days after the committee is announced to the teacher by the superintendent of school.

The APPR Appeals Committee shall convene to consider the appeal within ten school days of the filing of the appeal. The committee shall determine its own rules and procedures, which may be altered as the Committee sees fit as it performs its duties. The committee shall determine, for example, whether to allow committee members to review documents underlying an APPR prior to the convening of the committee, and whether to invite either the appealing teacher or the authoring administrator, or both, to address or be questioned by the committee.

It shall be the duty of the committee to answer the question, "Has the teacher demonstrated that the APPR should be modified?" In the course of answering this, the committee may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to modify the APPR.

#### E. Determination of the Appeal

Upon the conclusion of its consideration of an appeal, each member of the committee shall vote to either uphold the APPR or modify the APPR. If the committee unanimously agrees on one of these choices, or there is a majority vote, the committee shall give written notice of its decision to the appealing teacher, the president of the HFA and the superintendent of schools within 5 days of the unanimous decision, and the decision of the committee shall be final.

In the event the committee is not unanimous, or the decision is tied, on an appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal. The committee members' written statements, together with the full record of the appeal, shall then be forwarded to the superintendent of schools within 5 days of the appeals committee's failure to reach a unanimous decision, who shall have the final judgment as to whether the APPR should be modified. The superintendent of schools will put his or her findings in writing and answer directly the grounds of the appeal and will have as attachments all committee members' written statements attached thereto. The superintendent's decision will be made within 5 days of receipt of the committees statements and shall be final and there shall be no further appeal available. This process will be timely and expeditious.

#### F. Exclusivity of the Appeal Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. There shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal. As stated above, the entire process will occur in a timely and expeditious manner.

## 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.

Lead evaluators and evaluators are trained by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES, who is also the HFHO BOCES Network Team Leader. In partnership with other members of the Staff/Curriculum Development Network (SCDN) across the state, the Network Team Leader turnkeys and augments the training provided by NYSED at the Network Team Institutes on all nine elements mandated by 3012c. All evaluators and lead evaluators will certify and re-certify annually using the process modeled by NYSED and approved by the Herkimer Board of Education. The Superintendent will be responsible for ensuring inter-rater reliability and will monitor the observation cycles of all lead evaluators and evaluators for consistency and alignment to the NYS Teaching Standards on an annual basis. This training will be on-going as needed and its duration shall be: Initial certification will take five days of training and recertification will take three days of training.

## 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

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• Checked

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## 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 Wednesday, October 16, 2013

## Page 1

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

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

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

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):

preK-6
7-12
(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)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
not applicable		

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.	not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	not applicable

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	NYS State 4th grade science assessment
7-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents and Common Core English Regents

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.	See Uploaded 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 results of the students entrusted to their educational care exceed the Herkimer Central School District's expected student results for learning; See Charts in 8.1 Upload
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's results of the students entrusted to their educational care meet the Herkimer Central School District's expected student results for learning; See Charts in 8.1 Upload
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's results of the students entrusted to their educational care fall short of meeting the Herkimer Central School District's expected student results for learning; See Charts in 8.1 Upload
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's results of the students entrusted to their educational care woefully fall short of meeting the Herkimer Central School District's expected student results for learning; See Charts in 8.1 Upload

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.

(No response)

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades*
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms*

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable

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

(No response)

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

assets/survey-uploads/12190/699445-T8MIGWUVm1/Section 8 1A HCS D Principal LocalAssessment Tables 2014\_02-28-2014.docx

### 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.

NONE

### 8.4) Principals with More Than One Locally Selected Measure

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

(No response)

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The conversion scale to take the rubric raw score based of one (1) to four (4) to the HEDI value ranges is based on the concept that if the majority of the Dimensions scores received is Ineffective the score should be ineffective, similarly if the majority of the Dimensions scores received is Developing, Effective or Highly Effective than the overall converted score should reflect the respective classification. It is assumed that a principal receiving greater than 1.6 would have had to receive a greater number of Developing scores than Ineffective scores and so on with the other HEDI areas, therefore the following ranges are 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/12205/699446-pMADJ4gk6R/Section 9.7A HCSD Principal RubricRaw Score to HEDI Score Conversion 2-4-2014.docx

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

Highly Effective: Overall performance and results exceed standards.	The principal's performance exceeds the Herkimer Central School District's goals and objectives for an effective educational leader of its children;
Effective: Overall performance and results meet standards.	The principal's performance meets the Herkimer Central School District's goals and objectives for an effective educational leader of its children;

Developing: Overall performance and results need improvement in order to meet standards.	The principal's performance fall short of the Herkimer Central School District's goals and objectives for an effective educational leader of its children and areas for improvement are noted and must be improved by the principal;
Ineffective: Overall performance and results do not meet standards.	The principal's performance falls far short of the Herkimer Central School District's goals and objectives for an effective educational leader of its children and many areas for improvement were observed and must be corrected for the principal to continue as an educational leader in the District;

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	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 Wednesday, October 16, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/214601-Df0w3Xx5v6/Herkimer Principal Improvement Plan.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

## Herkimer Central School District Principals' Appeal Process

### o Levels of Appeal

There shall be two levels of Appeal. Level One Appeal shall be with the Superintendent. Level Two Appeal shall be with the Appeals Panel.

o Reasons for Appeal - Issuance of an APPR Ineffective or Developing Rating, Issuance of a Principal Improvement Plan or Implementation of a Principal Improvement Plan can trigger the appeal process as delineated below:

A principal who receives an ineffective or developing rating on their annual composite shall be entitled to appeal such rating. The appeal shall be filed within ten (10) work days of personal delivery of the final performance review to the principal.

A principal who receives a principal improvement plan ("PIP") and disputes its issuance shall be entitled to appeal. An appeal of the issuance of the PIP shall be filed within ten (10) work days of personal delivery of the PIP to the principal.

A principal who is issued a PIP and subsequently disputes its implementation shall be entitled to appeal. An appeal of the implementation of a PIP shall be filed within ten (10) work days of the implementation of the PIP, or within ten (10) work days of the principal sending to the superintendent a notice of failure to follow the conditions of the PIP's implementation.

### o Level One Appeal

Level One Appeal – shall consist of a meeting of the principal, an association representative, and the Superintendent to discuss areas of concern regarding his/her APPR rating, issuance of a PIP or implementation of a PIP. At this meeting the principal shall define his/her areas of concerns and request that corrective action be taken by altering his/her APPR rating, rescinding or modifying his/her PIP, or altering the implementation of the PIP. This meeting shall have the intention of resolving the disputes that the principal has in a collegial manner.

The Principal shall include a written description of the specific areas of disagreement with his/her APPR, PIP or PIP implementation and shall include any supporting documentation when requesting the Level One Appeal.

Within ten (10) work days of receipt of the appeal the Superintendent shall schedule a meeting with the principal and association representative and/or SAANYS representation.

Within five (5) work days after the Level One Appeal meeting the Superintendent will issue in writing his/her rulings on the Level One Appeal.

If the appeal is resolved the appeal is closed. If the appeal is unresolved at Level One the appeal shall be automatically submitted to the Level Two Appeal.

### o Level Two Appeal

Level Two Appeal shall be heard by an Appeals Panel.

• Appeal Panel – the appeals panel shall be comprised of two individuals one chosen by the administrators association and may be a member of the administrators' association, and one chosen by the school district. The principal requesting the appeal and the lead evaluator responsible for the principal's APPR evaluation are ineligible to sit on the Appeal Panel.

The appeal shall include a written description of the specific areas of disagreement, over the principal's performance review as prescribed in Section 3012-c of the Education Law, or where applicable the issuance and /or implementation of the terms of his/her improvement plan in accordance with the requirements set forth in Section 3012-c of the Education Law.

The principal shall include in his appeal the disputed performance review or improvement plan. In addition, the principal may submit other documents or materials in support of his/her appeal. The principal may also request information from the school district that is relevant to his/her appeal, and the district must deliver the information to the principal within five (5) work days. If the principal requests additional information from the district, he/she shall have five (5) work days to review and submit any additional information to the panel for consideration in the Level Two Appeal.

The information will also be submitted to the district for the district's response.

Within ten (10) work days of receipt of the Level Two appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the points(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.

Upon receipt of the district's response the Appeals Panel may request additional information in writing or may at its discretion request to question anyone deemed relevant to their deliberations. The Appeal Panel has five (5) work days to gather additional information.

The panel shall review and render a decision on the principal's appeal within ten (10) work days from the receipt by the Appeals Panel of the principal's Level Two appeal and the district's response.

Should the Appeal Panel be unable to come to a consensus decision the entire appeal package will be sent to the BOCES District Superintendent who will review and render a decision on the appeal request within five (5) work days.

Whatever the final decision of either the Appeal Panel or the BOCES Superintendent as the case may be, the appeal is closed.

This entire process will be timely and expeditious and conclude within 60 days of receipt of the appeal.

## 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.

#### Herkimer Lead Evaluator Training and Hours

It is imperative for the principal's APPR that the evaluator certification adhere to the following NYSED standards:

- ISLLC 2008 Leadership Standards.
- Evidence-based observation techniques.
- Application and use of the student growth and value-added growth model.
- Application and use of State-approved principal rubrics to use.
- Application and use of any assessment tools to be used in principal evaluation, (e.g. portfolios, surveys, goals).
- Application and use of any State-approved locally developed measures of student achievement.
- Use of the Statewide Instructional Reporting System.
- The scoring methodology used by the district.
- Specific considerations in evaluating teachers and principals of English language.
- Ensure inter-rater reliability for the principal evaluation system.

The Superintendent will ensure that lead evaluators participate in annual training and are recertified on an annual basis. The BOCES Network Team will be utilized to provide training and recertification. Any individual who fails to achieve required training and certification or re-certification, as applicable, shall not conduct or complete evaluations.

Any administrator who evaluates building principals shall be required to participate in 24 hours of training.

## 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

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• Checked

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## 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, February 28, 2014

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### Page 1

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

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

assets/survey-uploads/12158/699449-3Uqgn5g9Iu/Signature 2-28-2014\_1.pdf

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

**Form 2.10) All Other Courses**

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Pre-Calculus	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Herkimer Central School District Developed Course Specific Pre-Calculus Assessment
Driver Education	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Herkimer Central School District Developed Course Specific Driver Education Assessment
Instrumental Music 4-6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Herkimer Central School District Developed Grade 4-6 Instrumental Music Assessment
English 12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Herkimer Central School District Developed 12th Grade English Assessment



**Form 2.10) All Other Courses**

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above."

	<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
	LOTE Spanish 9-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Herkimer Central School District Grade 9-12 LOTE Spanish Developed Assessment
	LOTE French 9 - 12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Herkimer Central School District Grade 9-12 LOTE French Developed Assessment
	Music K-3	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Herkimer Central School District Developed Grade K-3 Music Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth targets for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that exceeds the school determined growth target; 90-100 percent of students meet the school determined growth target for the SLO.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that exceeds the school determined growth target; 57-89 percent of students meet the school determined growth target for the SLO.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that exceeds the school determined growth target; 40-56 percent of students meet the school determined growth target for the SLO.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that exceeds the school determined growth target; 0-39 percent of students meet the school determined growth target for the SLO.</p>

## HEDI SCORING BANDS

### 20% Growth and Local Scale:

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	97-94	93-90	89-86	85-82	81-78	77-74	73-70	69-66	65-63	62-60	59-57	56-54	53-51	50-48	47-45	44-42	41-40	39-38	37-36	<or=35

**Form 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 an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
K-6 Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> X 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Reading Enterprise
K-6 PE	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> X 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Reading Enterprise

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Instrumental Music Grades 4-6	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>○ 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ X 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	STAR Reading Enterprise

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
K-3 Music	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> X 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Reading Enterprise

**Form 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 an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Spanish 7, 8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> X 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Reading Enterprise
French 7, 8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> X 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Reading Enterprise

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
English 12	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input checked="" type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	5 NYS Regents Exams, the Comprehensive English Regents and the Common Core English Regents, Global, U.S. History, Integrated Algebra Regents and the Common Core Algebra, Living Environment

PreCalculus	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input checked="" type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	5 NYS Regents Exams, the Comprehensive English Regents and the Common Core English Regents, Global, U.S. History, Integrated Algebra Regents and the Common Core Algebra, Living Environment
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Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Driver's Education	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input checked="" type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	5 NYS Regents Exams, the Comprehensive English Regents and the Common Core English Regents, Global, U.S. History, Integrated Algebra Regents and the Common Core Algebra, Living Environment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the class wide growth target for each SLO at the building level. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart attached and described below. At Grades K - 3 HEDI points will be awarded to teachers based on the % of students school-wide meeting the target.</p> <p>At Grades 4 - 8, HEDI points will be awarded to teachers based on the percentage of students school-wide meeting the target. At grades 9 - 12, HEDI points will be allocated to a teacher based</p>
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	<p>on a percentage of students school-wide who score 65 or better on the listed Regents exams. The district will offer both the Comprehensive English Regents and the Common Core English Regents to all students enrolled in Common Core Eleventh Grade English and the highest score will be used for the achievement computation. The district will offer both the Integrated Algebra Regents and the Common Core Algebra Regents to all students enrolled in Common Core algebra and the highest score will be used for the achievement computation.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	90-100 percent
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	57-89 percent
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-56 percent
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39 percent

## HEDI SCORING BANDS

### 20% Growth and Local Scale:

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	97-94	93-90	89-86	85-82	81-78	77-74	73-70	69-66	65-63	62-60	59-57	56-54	53-51	50-48	47-45	44-42	41-40	39-38	37-36	<or=35

## Measuring Teacher Effectiveness

### 4.5 Annual Professional Performance Review Plan

<u>Elements of Student Growth</u>	<u>Points available</u>	<u>Ineffective</u>	<u>Developing</u>	<u>Effective</u>	<u>Highly Effective</u>
Local Achievement	15	0 – 2	3 – 7	8 – 13	14 - 15
Measure of Student Growth	25	--	--	--	--
Achievement/ Growth	20	0 – 2	3 – 8	9 – 17	18 - 20
<u>Elements of Student Growth</u>	<u>Points available</u>	<u>Ineffective</u>	<u>Developing</u>	<u>Effective</u>	<u>Highly Effective</u>
Observations:					
1.	30	0 – 20.1	20.4 – 28.2	28.5 – 29.4	30
2.	(16)	0 – 12	12.4 – 14.8	15.2 – 15.6	16
	<u>(4)</u> 20	0 – 2.7	2.8 – 3.6	3.8 – 3.9	4
Other Measures	10	0 – 5.2	5.6 – 9.44	9.52 – 9.92	10
<b>Sub Total:</b>	<b>60</b>	<b>0 – 40</b>	<b>41 – 56</b>	<b>57 – 58</b>	<b>59 – 60</b>
<b>Total</b>	<b>100</b>	<b>0 – 64</b>	<b>65 – 74</b>	<b>75 – 90</b>	<b>91 – 100</b>

**Herkimer Central School District**

**Formal Classroom Teacher Observation Summary (Announced)**

**Name:** \_\_\_\_\_  **Tenured**     **Non-Tenured**

**Subject/Grade Level:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Observation #:** \_\_\_\_\_

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

**School/Location:** \_\_\_\_\_

**Time/Period:** \_\_\_\_\_

**Number of Students:** \_\_\_\_\_

**Date of Post-Observation Conference:** \_\_\_\_\_      **Pre-Observation Conference: Date:** \_\_\_\_\_

**Summary of Lesson Observed:**

**Standard II: Knowledge of Content and Instructional Planning**

Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students. *A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning flexibility in execution. Teachers design instruction that reflects the needs of 21<sup>st</sup> century learners and include opportunities to collaborate, innovate, create and solve problems using high level cognitive processes and communication tools and media.*

**Element II.1:** Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Points

**NYSED Indicators:** *Incorporate key concepts during instruction through the use of multiple representations and explanations. Engage students to use key disciplinary language with comprehension through instruction. Demonstrate the effective use of current developments in pedagogy and content. Design learning experiences that foster student understanding of key disciplinary themes. Demonstrate knowledge of learning standards and their application throughout their instruction and practice.*

H = 5	E = 4.9 or 4.8	D = 4.7 or 4 or 3.4	I = 3.3 or 0
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**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>A. Understands key concepts and themes in the discipline.</b>	<input type="checkbox"/>	Highly Effective	<input type="checkbox"/>	Effective	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Ineffective
Evidence:								
<b>B. Understands Key Disciplinary Language.</b>	<input type="checkbox"/>	Highly Effective	<input type="checkbox"/>	Effective	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Ineffective
Evidence:								
<b>C. Uses Current Developments in Pedagogy and Content.</b>	<input type="checkbox"/>	Highly Effective	<input type="checkbox"/>	Effective	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Ineffective
Evidence:								
<b>D. Understands Learning Standards.</b>	<input type="checkbox"/>	Highly Effective	<input type="checkbox"/>	Effective	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Ineffective
Evidence:								

**Element II.4:** Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Points

**NYSED Indicators:** *Design learning experiences that are aligned with learning standards. Articulate clear learning objectives that align with learning standards. Include opportunities for students to achieve learning goals in a variety of ways.*

<b>H = 5</b>	<b>E = 4.9 or 4.8</b>	<b>D = 4.7 or 4 or 3.4</b>	<b>I = 3.3 or 0</b>
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**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>A. Aligns Learning Standards.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>B. Articulates Learning objectives/goals with Learning Standards.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								

## Standard III: Instructional Practice

**Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.**

*Effective instruction is the critical interactive work that teachers undertake when they bring complex content to life for students. Teachers design instruction to integrate content areas and weave together knowledge of students, content, assessment, and reflection in the instructional process. Teachers use available technologies to scaffold student learning. There is an emphasis on teacher facilitation and fostering student ownership, problem solving, inquiry, real-life connections and relevance. Teachers prepare students for the future by fostering creativity, critical thinking, communication, and collaboration.*

**Element III.2:** Teachers communicate clearly and accurately with students to maximize their understanding and learning.

**Points**

**NYSED Indicators:** *Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

<b>H = 5</b>	<b>E = 4.9 or 4.8</b>	<b>D = 4.7 or 4 or 3.4</b>	<b>I = 3.3 or 0</b>
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**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>A. Provides Directions and Procedures.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>B. Uses Questioning Techniques.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>C. Responds to Students.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>D. Communicates Content.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								

**Element III.5:** Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

**Points**

**NYSED Indicators:** *Students synthesize and express ideas both in written and oral formats. Students work effectively with others, including those from diverse groups and with opposing points of view. Students make decisions, solve problems, and take actions as appropriate.*

<b>H = 5</b>	<b>E = 4.9 or 4.8</b>	<b>D = 4.7 or 4 or 3.4</b>	<b>I = 3.3 or 0</b>
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**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>A. Provides Opportunities for Collaboration.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>B. Provides Synthesis, Critical Thinking, and Problem-Solving.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								

## Standard IV: Learning Environment

**Teachers work with all students to create a dynamic learning environment that supports achievement and growth.**

<b>Points</b>
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*The classroom environment is a critical aspect of a teacher’s skill in promoting learning. Students can’t concentrate on academic content if they don’t feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one –neither students nor teacher – can focus on learning. Teachers who excel in Standard 4 create an atmosphere of excitement about the importance of learning and the significance of the content. Skills in Standard 4 are demonstrated through classroom interactions and observations.*

**Element IV.1:** Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

**NYSED Indicators:** *Caring and respectful in interactions with students. Embrace student diversity as an asset in the classroom. Recognize and reinforce positive interactions among students. Create a climate of acceptance and respect. Create an environment where students feel a sense of responsibility to one another.*

<b>H = 5</b>	<b>E = 4.9 or 4.8</b>	<b>D = 4.7 or 4 or 3.4</b>	<b>I = 3.3 or 0</b>
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**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>A. Interactions with Students.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>B. Supports Student Diversity.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								

**Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.**

**Points**

**NYSED Indicators:** *Establish, communicate, and maintain clear standards and expectations for student behavior. Develop, implement, and adapt routines and procedures to manage activities and transitions. Facilitate instructional groupings to maximize student participation, cooperation, and learning. Students exhibit respectful classroom interactions.*

<b>H = 5</b>	<b>E = 4.9 or 4.8</b>	<b>D = 4.7 or 4 or 3.4</b>	<b>I = 3.3 or 0</b>
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**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>A. Establishes Expectations for Student Behavior.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>B. Establishes Routines, Procedures and Transitions.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>C. Establishes Instructional Groups.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								

<u>Indicators</u>	<u>Rating</u>	<u>Total</u>
	2.1	0
	2.3	0
	3.2	0
	3.5	0
	4.1	0
	4.3	0
Total Announced Pts./30		0

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

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

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

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

**Initial if attachments are included. Teacher:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

**Herkimer Central School District**

**Formal Classroom Teacher Observation Summary (Unannounced)**

**Name:** \_\_\_\_\_  **Tenured**     **Non-Tenured**

**Subject/Grade Level:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Observation #:** \_\_\_\_\_

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

**School/Location:** \_\_\_\_\_

**Time/Period:** \_\_\_\_\_

**Number of Students:** \_\_\_\_\_

**Date of Post-Observation Conference:** \_\_\_\_\_      **Pre-Observation Conference: Date:** \_\_\_\_\_

**Summary of Lesson Observed:**

## Standard II: Knowledge of Content and Instructional Planning

**Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.** *A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21<sup>st</sup> century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media.*

**Element II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).**

**Points**

**NYSED Indicators:** *Incorporate key concepts during instruction through the use of multiple representations and explanations. Engage students to use key disciplinary language with comprehension through instruction. Demonstrate the effective use of current developments in pedagogy and content. Design learning experiences that foster student understanding of key disciplinary themes. Demonstrate knowledge of the learning standards and their application throughout their instruction and practice.*

<b>H = 4</b>	<b>E = 3.9 or 3.8</b>	<b>D = 3.7 or 3.1</b>	<b>I = 3 or 2 or 0</b>
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**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>C. Understands key concepts and themes in the discipline.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>D. Understands Key Disciplinary Language.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>C. Uses Current Developments in Pedagogy and Content.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>D. Understands Learning Standards.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								

**Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.**

**Points**

**NYSED Indicators:** *Design learning experiences that are aligned with learning standards. Articulate clear learning objectives that align with learning standards. Include opportunities for students to achieve learning goals in a variety of ways.*

<b>H = 4</b>	<b>E = 3.9 or 3.8</b>	<b>D = 3.7 or 3.1</b>	<b>I = 3 or 2 or 0</b>
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**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>C. Aligns Learning Standards.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>D. Articulates Learning objectives/goals with Learning Standards.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								

## Standard III: Instructional Practice

**Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.**

*Effective instruction is the critical interactive work that teachers undertake when they bring complex content to life for students. Teachers design instruction to integrate content areas and weave together knowledge of students, content, assessment, and reflection in the instructional process. Teachers use available technologies to scaffold student learning. There is an emphasis on teacher facilitation and fostering student ownership, problem solving, inquiry, real-life connections and relevance. Teachers prepare students for the future by fostering creativity, critical thinking, communication, and collaboration.*

**Element III.2:** Teachers communicate clearly and accurately with students to maximize their understanding and learning.

**Points**

**NYSED Indicators:** *Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

<b>H = 4</b>	<b>E = 3.9 or 3.8</b>	<b>D = 3.7 or 3.1</b>	<b>I = 3 or 2 or 0</b>
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**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>C. Provides Directions and Procedures.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>D. Uses Questioning Techniques.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>C. Responds to Students.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>D. Communicates Content.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								

**Element III.5:** Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

**Points**

**NYSED Indicators:** *Students synthesize and express ideas both in written and oral formats. Students work effectively with others, including those from diverse groups and with opposing points of view. Students make decisions, solve problems, and take actions as appropriate.*

<b>H = 4</b>	<b>E = 3.9 or 3.8</b>	<b>D = 3.7 or 3.1</b>	<b>I = 3 or 2 or 0</b>
--------------	-----------------------	-----------------------	------------------------

**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>C. Provides Opportunities for Collaboration.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>D. Provides Synthesis, Critical Thinking, and Problem-Solving.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								

## Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

<b>Points</b>
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*The classroom environment is a critical aspect of a teacher’s skill in promoting learning. Students can’t concentrate on academic content if they don’t feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one –neither students nor teacher – can focus on learning. Teachers who excel in Standard 4 create an atmosphere of excitement about the importance of learning and the significance of the content. Skills in Standard 4 are demonstrated through classroom interactions and observations.*

**Element IV.1:** Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

**NYSED Indicators:** *Caring and respectful in interactions with students. Embrace student diversity as an asset in the classroom. Recognize and reinforce positive interactions among students. Create a climate of acceptance and respect. Create an environment where students feel a sense of responsibility to one another.*

<b>H = 2</b>	<b>E = 1.9 or 1.8</b>	<b>D = 1.7 or 1.4</b>	<b>I = 1.3 or 0</b>
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**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>C. Interactions with Students.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>D. Supports Student Diversity.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								

**Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.**

**Points**

**NYSED Indicators:** *Establish, communicate, and maintain clear standards and expectations for student behavior. Develop, implement, and adapt routines and procedures to manage activities and transitions. Facilitate instructional groupings to maximize student participation, cooperation, and learning. Students exhibit respectful classroom interactions.*

<b>H = 2</b>	<b>E = 1.9 or 1.8</b>	<b>D = 1.7 or 1.4</b>	<b>I = 1.3 or 0</b>
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**NOTE:** The use of the high/low scores or high/medium/low scores within the four ratings is to differentiate teachers so that they are aware of how close to the next rating category they are.

<b>C. Establishes Expectations for Student Behavior.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>D. Establishes Routines, Procedures and Transitions.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>C. Establishes Instructional Groups.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								

<u>Indicators</u>	<u>Rating</u>	<u>Total</u>
	2.1	0
	2.3	0
	3.2	0
	3.5	0
	4.1	0
	4.3	0
Total Announced Pts./20		0

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

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

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

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

**Initial if attachments are included. Teacher:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

**Total Points**

Name: \_\_\_\_\_ Subject/Grade Level \_\_\_\_\_

H = 1.25	E = 1.2	D = 1.1	I = 0
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**Standard 1: I.1**

Score

E. Describes Developmental Characteristics of Students	<input type="checkbox"/>
F. Creates Developmentally Appropriate Lessons	<input type="checkbox"/>

**Standard 1: I.3**

A. Meets Diverse Learning Needs of Each Student	<input type="checkbox"/>
B. Plans for Student Strengths, Interests, and Experiences	<input type="checkbox"/>

**Standard 5: V.1**

A. Uses Assessments to Establish Learning Goals and Inform Instruction	<input type="checkbox"/>
B. Measures and Records Student Achievement	<input type="checkbox"/>
C. Aligns Assessments to Learning Goals	<input type="checkbox"/>
D. Implements Testing Accommodations	<input type="checkbox"/>

**Standard 5: V.2**

A. Analyzes Assessment Data	<input type="checkbox"/>
B. Uses Assessment Data to set Goals and Provide Feedback to Students	<input type="checkbox"/>
C. Engages Student in Self-Assessment	<input type="checkbox"/>

**Standard 6: VI.2**

A. Supports the School as an Organization with a Vision and Mission	<input type="checkbox"/>
B. Participates on an Instructional Team	<input type="checkbox"/>
C. Collaborates with the Larger Community	<input type="checkbox"/>

**Standard 6: VI.3**

A. Engages Families	<input type="checkbox"/>
B. Communicates Student Performance	<input type="checkbox"/>

**Standard 7: VII.2**

A. Set Goals	<input type="checkbox"/>
B. Engages in Professional Growth	<input type="checkbox"/>

**Standard 7: VII.4**

A. Accesses Professional Memberships and Resources	<input type="checkbox"/>
B. Expands Knowledge Base	<input type="checkbox"/>

**Total Points:**

Signature/Date

***NYSUT's Teacher Practice Rubric  
Aligned with the  
New York State Teaching Standards  
Standard 1: Knowledge of Students and Student Learning***

**Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.**

*It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century Skills in the planning and preparation of their lessons.*

**Element 1.1:** Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

**Points**

**NYSED Indicators:** Describe orally and in writing an understanding of the developmental characteristics of their students; create developmentally appropriate lessons that address student learning differences and needs; Teachers implement lessons and modify instruction based upon student developmental needs.

The following classifications are used to rank instructional competence:

- Highly Effective** - The teacher consistently exceeds expectations for the performance indicators.
- Effective** - The teacher consistently meets the performance indicators.
- Developing** - The teacher inconsistently meets the performance indicators.
- Ineffective** - The teacher fails to meet the performance indicators.

*• Any rating of "Ineffective" requires a comment to be written by the administrator.*

<b>H = 1.25</b>	<b>E = 1.2</b>	<b>D = 1.1</b>	<b>I = 0</b>
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<b>E. Describes Developmental Characteristics of Students</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>F. Creates Developmentally Appropriate Lessons</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								

**Element I.3:** Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

**Points**

**NYSED Indicators:** *Vary and modify instruction to meet the diverse learning needs of each student. Create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.*

**H = 1.25**

**E = 1.2**

**D = 1.1**

**I = 0**

A. Meets Diverse Learning Needs of Each Student.	<input type="checkbox"/>	Highly Effective	<input type="checkbox"/>	Effective	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Ineffective
Evidence:								
B. Plans for Student Strengths, Interests, and Experiences.	<input type="checkbox"/>	Highly Effective	<input type="checkbox"/>	Effective	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Ineffective
Evidence:								

## Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

<b>Points</b>
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*Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher’s instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.*

**Element V.1:** Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

**NYSED Indicators:** Use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction. Use formative assessment to inform teaching and learning. Use summative assessment to measure and record student achievement. Design assessments that are aligned with curricular and instructional goals. Design and adapt assessments that accurately determine mastery of skills and knowledge. Use multiple measures and multiple formats, including available technology, to assess and document student performance. Implement required assessment accommodations.

<b>H = 1.25</b>	<b>E = 1.2</b>	<b>D = 1.1</b>	<b>I = 0</b>
-----------------	----------------	----------------	--------------

<b>E. Uses Assessments to Establish Learning Goals and Inform Instruction.</b>	<input type="checkbox"/>	Highly Effective	<input type="checkbox"/>	Effective	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Ineffective
Evidence:								
<b>F. Measures and Records Student Achievement.</b>	<input type="checkbox"/>	Highly Effective	<input type="checkbox"/>	Effective	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Ineffective
Evidence:								
<b>C. Aligns Assessments to Learning Goals.</b>	<input type="checkbox"/>	Highly Effective	<input type="checkbox"/>	Effective	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Ineffective
Evidence:								
<b>D. Implements Testing Accomadations.</b>	<input type="checkbox"/>	Highly Effective	<input type="checkbox"/>	Effective	<input type="checkbox"/>	Developing	<input type="checkbox"/>	Ineffective
Evidence:								

**Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.**

**Points**

**NYSED Indicators:** *Analyze data accurately. Provide timely feedback to students to engage them in self-reflection and self-improvement. Use assessment data to set goals and design and differentiate instruction. Engage students in self-assessment of their learning goals, strategies, and outcomes.*

**H = 1.25      E = 1.2      D = 1.1      I = 0**

<b>A. Analyzes Assessment Data.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>B. Uses Assessment Data to set Goals and Provide Feedback to Students.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>C. Engages Students in Self-Assessment.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								

## Standard VI: Professional Responsibilities and Collaboration

**Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.**

**Points**

*Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.*

**Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.**

**NYSED Indicators:** *Support and promote the shared school and district vision and mission to support school improvement. Participate actively as a part of an instructional team. Share information and best practices with colleagues to improve practice. Demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context. Collaborate with others both within and outside the school to support student growth, development, and learning. Collaborate with the larger community to access and share learning resources.*

**H = 1.25**

**E = 1.2**

**D = 1.1**

**I = 0**

<b>A. Supports the School as an Organization with a Vision and Mission.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>B. Participates on an Instructional Team.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>C. Collaborates with the Larger Community.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								

**Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.**

**Points**

**NYSED Indicators:** *Invite families, guardians and caregivers to share information to enhance and increase student development and achievement. Communicate student performance and progress in various ways and provide opportunities for discussion. Suggest strategies and ways in which families can participate in and contribute to their student’s education.*

<b>H = 1.25</b>	<b>E = 1.2</b>	<b>D = 1.1</b>	<b>I = 0</b>
-----------------	----------------	----------------	--------------

<b>A. Engages Families.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>B. Communicates Student Performance.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								

**Standard VII: Professional Growth**

**Teachers set informed goals and strive for continuous professional growth.**

*In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.*

**Element VII.2:** Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

**Points**

**NYSED Indicators:** Set goals to enhance personal strengths and address personal weaknesses in teaching practice. Engage in opportunities for professional growth and development.

<b>H = 1.25</b>	<b>E = 1.2</b>	<b>D = 1.1</b>	<b>I = 0</b>
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<b>A. Set Goals.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								
<b>B. Engages in Professional Growth.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
<b>Evidence:</b>								

**Element VII.4:** Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

**Points**

**NYSED Indicators:** *Benefit from, contribute to, or become members of appropriate professional organizations. Access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning. Expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.*

<b>H = 1.25</b>	<b>E = 1.2</b>	<b>D = 1.1</b>	<b>I = 0</b>
-----------------	----------------	----------------	--------------

<b>A. Accesses Professional Memberships and Resources.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								
<b>B. Expands Knowledge Base.</b>	<input type="checkbox"/>	<b>Highly Effective</b>	<input type="checkbox"/>	<b>Effective</b>	<input type="checkbox"/>	<b>Developing</b>	<input type="checkbox"/>	<b>Ineffective</b>
Evidence:								

**Post Observation Conference:**

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

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

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

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

**Initial if attachments are included.      Teacher:                      Evaluator:**

## TEACHER IMPROVEMENT PLAN

<b><u>CAREER LEVEL</u></b>	<b><u>STATUS</u></b>	<b><u>DATE FINAL EVALUATION SHOULD BE CONDUCTED</u></b>
Non-tenured _____	Probationary ___ 1 ___ 2 ___ 3 _____	_____
Tenured _____		
Other _____		

*The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.*

TEACHER _____	POSITION _____
TENURE AREA _____	OBSERVATION DATES _____
OBSERVER _____	SCHOOL/LOCATION _____

Place a check mark in the box next to any standards below that is rated as Developing or Ineffective:

- #1: Knowledge of Students & Student Learning:  1.1     1.3
- #2: Knowledge of Content and Instructional Planning:  2.1     2.4
- #3: Instructional Practice:  3.2     3.5
- #4: Learning Environment:  4.1     4.3
- #5: Assessment for Student Learning:  5.1     5.2
- #6: Professional Responsibilities and Collaboration:  6.2     6.3
- #7: Professional Growth:  7.2     7.4

In the space below, describe the following: List goals to address the standards assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Data Results	Identified areas in need of improvement	Professional Learning Activities	How will the improvement be assessed?	Timeline

**HERKIMER CENTRAL SCHOOL DISTRICT TEACHER IMPROVEMENT PLAN (continued)**

Name: _____ Grade Level: _____ School: _____
Date: _____

TO BE COMPLETED BY ADMINISTRATOR AND REVIEWED WITH THE TEACHER

<b>Standards</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Actions</b>	<b>Completion and Verification</b>
#1. Knowledge of Students and Student Learning				
1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical development levels.				
1.3 Knowledge of and responsive to diverse learning needs, interest, and experiences of all students				

Standards	Strengths	Weaknesses	Actions	Completion and Verification
#2. Knowledge of Content and Instructional Planning				
2.1 Knowledge of content they teach, including relationships amount central concepts, tools of inquiry, and structures and current developments within their discipline(s).				
2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.				

Standards	Strengths	Weaknesses	Actions	Completion and Verification
#3. Instructional Practice				
3.2 Communicate clearly and accurately with students to maximize their understanding and learning.				
3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.				

Standards	Strengths	Weaknesses	Actions	Completion and Verification
#4. Learning Environment				
4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student.				
4.3 Manages the learning environment for the effective				

Standards	Strengths	Weaknesses	Actions	Completion and Verification
#5. Assessment for Student Learning				
5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.				
5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.				

Standards	Strengths	Weaknesses	Actions	Completion and Verification
#6. Professional Responsibilities and Collaboration				
6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.				
6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success.				

Standards	Strengths	Weaknesses	Actions	Completion and Verification
#7. Professional Growth				
7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.				
7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources.				

## 8.1 Principal's Local Assessment of Student Achievement

The Locally-selected measures of achievement will use the HEDI methodology in the assignment of rating and points as illustrated in the table below:

Rating	Rating Description that will be used in determining the assignment of the rating	Rubric Points Non-Value-Added	Rubric Points Value-Added
Highly effective	The principal's results of the students entrusted to their educational care exceed the Herkimer Central School district's expected student results for learning.	18-20	14-15
Effective	The principal's results of the students entrusted to their educational care meet the Herkimer Central School district's expected student results for learning.	9-17	8-13
Developing	The principal's results of the students entrusted to their educational care fall short of meeting the Herkimer Central School district's expected student results for learning.	3-8	3-7
Ineffective	The principal's results of the students entrusted to their educational care fall woefully short of the Herkimer Central School district's expected student results for learning.	0-2	0-2

- PK-6 Elementary Local Assessment applies to all PK-6 elementary principals
  - The PK-6 elementary principal’s local assessment measure will be an achievement goal that 80% of 4<sup>th</sup> grade students will earn proficient, Level 3 or higher on the 4<sup>th</sup> Grade NYS Science Assessment. The local assessment goal shall have the HEDI points awarded as follows:
  - The percentage goal selected will be considered the high effective rating equivalent and the principal will receive thirteen (13) points on a value-added model. For every half (.5) percentage point above the achievement goal one point will be added to the score, for every two (2) percentage points below the targeted goal that is attained, one (1) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown. Rounding according to normal rounding rules to nearest value on the chart.
  
- The following table contains the point distribution for the PK-6 Principal Local Assessment Scoring for the Value-Added model.

Achievement Goal - 80% of 4th grade students will earn proficient, Level 3 or higher, on 4th Grade NYS Science Assessment		
HEDI Rating	Achievement %	Points
Highly Effective	81%-100%	15
Highly Effective	80.5%	14
Effective	80.0%	13
Effective	78%-79%	12
Effective	76%-77%	11
Effective	74%-75%	10
Effective	72%-73%	9
Effective	70%-71%	8
Developing	68%-69%	7
Developing	66%-67%	6
Developing	64%-65%	5
Developing	62%-63%	4
Developing	60%-61%	3
Ineffective	58%-59%	2
Ineffective	56%-57%	1
Ineffective	0%-55%	0

- PK-6 Elementary Local Assessment applies to all PK-6 elementary principals
  - The PK-6 elementary principal’s local assessment measure will be an achievement goal that 80% of 4<sup>th</sup> grade students will earn proficient, Level 3 or higher on the 4<sup>th</sup> Grade NYS Science Assessment. The local assessment goal shall have the HEDI points awarded as follows:
  - The percentage goal selected will be considered the high effective rating equivalent and the principal will receive thirteen (17) points on a growth model. For every half (.5) percentage point above the achievement goal one point will be added to the score, for every two (2) percentage points below the targeted goal that is attained, one (1) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. The following tables illustrate the score breakdown. Rounding according to normal rounding rules to nearest value on the chart.
  
- The following table contains the point distribution for the PK-6 Principal Local Assessment Scoring for the Value-Added model.

Achievement Goal - 80% of 4th grade students will earn proficient, Level 3 or higher, on 4th Grade NYS Science Assessment		
HEDI Rating	Achievement %	Points
Highly Effective	81.5%-100%	20
Highly Effective	81.0%	19
Highly Effective	80.5%	18
Effective	80.0%	17
Effective	78%-79%	16
Effective	76%-77%	15
Effective	74%-75%	14
Effective	72%-73%	13
Effective	70%-71%	12
Effective	68%-69%	11
Effective	66%-67%	10
Effective	64%-65%	9
Developing	62%-63%	8
Developing	60%-61%	7
Developing	58%-59%	6
Developing	56%-57%	5
Developing	54%-55%	4
Developing	52%-53%	3
Ineffective	50%-51%	2
Ineffective	48%-49%	1
Ineffective	0%-47%	0

- Junior High/Senior High School Local Assessment applies to all Junior High/Senior High School principals.
  - The JH/SH School principal's local assessment measure achievement goal - 80% of all eleventh (11<sup>th</sup>) grade students will earn proficient, sixty-five (65) or higher on the Common Core and Comprehensive English Regents for students enrolled in Common Core courses. The higher of the two scores will be used for APPR purposes. The local assessment goal shall have the HEDI points awarded as follows:
  - The percentage goal selected will be considered an effective rating equivalent and the principal would receive thirteen (13) points. For every half (1/2) percentage point above the goal an additional one (1) point would be added to the respective effective score until the maximum respective score is attained. For every one (1) percentage points below the targeted goal that is attained, one (1/2) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. Rounding according to normal rounding rules to nearest value on the chart.

Achievement Goal - 80% of all 11th grade students will earn proficient, sixty-five (65) or higher, on the Comprehensive English Regents or Common Core English Regents.		
HEDI Rating	Achievement %	Points
Highly Effective	81%-100%	15
Highly Effective	80.5%	14
Effective	80.0%	13
Effective	78%-79%	12
Effective	76%-77%	11
Effective	74%-75%	10
Effective	72%-73%	9
Effective	70%-71%	8
Developing	68%-69%	7
Developing	66%-67%	6
Developing	64%-65%	5
Developing	62%-63%	4
Developing	60%-61%	3
Ineffective	58%-59%	2
Ineffective	56%-57%	1
Ineffective	0%-55%	0

- The JH/SH School principal’s local assessment measure achievement goal - 80% of all eleventh (11<sup>th</sup>) grade students will earn proficient, sixty-five (65) or higher on the Comprehensive English Regents and Common Core English Regents for students enrolled in Common Core courses. The higher of the two scores will be used for APPR purposes. The local assessment goal shall have the HEDI points awarded as follows:
  - In the growth model the percentage goal selected will be considered an effective rating equivalent and the principal would receive seventeen (17) points. For every half (1/2) percentage point above the goal an additional one (1) point would be added to the respective effective score until the maximum respective score is attained. For every one (1) percentage points below the targeted goal that is attained, one (1/2) point would be deducted from the respective effective goal value until the lowest value of zero (0) is attained. . Rounding according to normal rounding rules to nearest value on the chart.

Achievement Goal - 80% of all 11th grade students will earn proficient, sixty-five (65) or higher, on the Comprehensive English Regents or Common Core English Regents..		
HEDI Rating	Achievement %	Points
Highly Effective	81.5%-100%	20
Highly Effective	81.0%	19
Highly Effective	80.5%	18
Effective	80.0%	17
Effective	78%-79%	16
Effective	76%-77%	15
Effective	74%-75%	14
Effective	72%-73%	13
Effective	70%-71%	12
Effective	68%-69%	11
Effective	66%-67%	10
Effective	64%-65%	9
Developing	62%-63%	8
Developing	60%-61%	7
Developing	58%-59%	6
Developing	56%-57%	5
Developing	54%-55%	4
Developing	52%-53%	3
Ineffective	50%-51%	2
Ineffective	48%-49%	1
Ineffective	0%-47%	0

- The achievement percentage on the charts above are the minimum percentages necessary for to achieve the corresponding HEDI point value.

Section 9.7 HCSD Rubric Raw Score to HEDI Conversion

Each tenured principal will be observed two (2) times and each observation will be weighted: Announced– 60% and Unannounced –40%. All domains must be covered within the two observations but not within each observation.

Each non-tenured principal will be observed three (3) times and each observation will be weighted: 1<sup>st</sup> Announced– 40%; 2<sup>nd</sup> Announced 40% and Unannounced –20%. All domains must be covered within the three observations but not within each observation.

The practice rubric will be the NYSED approved Multidimensional Rubric. The scoring for the Rubric will be one (1) to four (4) points for each of the achievement areas listed on the Rubric with Ineffective equal to one (1) point, Developing equal to two (2) points, Effective equal to three (3) points, and Highly Effective equal to four (4) points. The associated number of points for each dimension will be awarded to the principal based upon the observation of the Lead Evaluator. The maximum points a principal may earn for each dimension in the rubric is four (4) points. The points will be summed and then divided by the number of dimensions that were observed, the result would be a number between one (1) and four (4). For each observation, dimension scores for each domain observed will be averaged together and converted to a score from 1 to 4. All domains will be evaluated annually.

The table below will be completed after each visit by the supervisor:

Evaluation Component	Raw Score	Elements Used	Comments
Shared Vision of Learning			
School Culture and Instructional Program			
Safe, Efficient, Effective Learning Environment			
Community			
Integrity, Fairness, Ethics			
Political, Social, Economic, Legal and Cultural Context			

Conversion of Raw Score to HEDI Score: Raw Score = \_\_\_ HEDI Score = \_\_\_ HEDI Rating

Please circle the appropriate Score

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

The result is then converted to the HEDI score using the table below.

HEDI Level	HEDI Point Score Range	HCSD Rubric Raw Score	HEDI Converted score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.01-3.50	58
		2.51-3.00	57
Developing	50-56	2.40-2.50	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
Ineffective	0-49	1.51-1.64	50
		1.49-1.50	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
Ineffective (cont'd)		1.40	40
		1.39	39
		1.38	38
		1.37	37

HEDI Level	HEDI Point Score Range	HCSD Rubric Raw Score	HEDI Converted score for Other Measures of Effectiveness
		1.36	36
		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
		1.30	30
		1.29	29
		1.28	28
		1.27	27
		1.26	26
		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.20	20
		1.19	19
Ineffective (cont'd)		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12

HEDI Level	HEDI Point Score Range	HCSD Rubric Raw Score	HEDI Converted score for Other Measures of Effectiveness
		1.11	11
		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

The converted scores from all the visits will be combined using the weighted average above depending on the tenure status of the principal. The final score will be rounded using traditional rounding rules unless it results in changing the composite HEDI score rating level in which case it will be rounded down.

## Herkimer Principal Improvement Plan Form

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

Rubric Domain: \_\_\_\_\_ Rubric Element \_\_\_\_\_ State Assessment \_\_\_\_\_ Local Assessment \_\_\_\_\_

Area(s) in Need of Improvement	Desired Outcomes	Activities to Support the Achievement of the Desired Outcomes	Timeline for Completion	Resources to be provided by the District	Evidence to Support Achievement of Goal	Was Desired Outcome Achieved (Y/N date )

Meeting Date	Progress toward goal	Principal Signature	Lead Evaluator Signature

Duplicate as necessary

## Definition of the terms used on the PIP Form

**Area(s) in Need of Improvement**-The Lead Evaluator will only list those areas in need of improvement that were directly responsible for the principal receiving an Ineffective or Developing Rating.

- **Desired Outcomes**-The Lead Evaluator will provide specific success driven outcome/goal statements
- **Activities to Support the Achievement of the Desired Outcomes**-The Lead Evaluator will list the activities that the principal should engage in to meet the desired outcomes.
- **Timeline for Completion**-The Lead Evaluator will meet with the Principal monthly to assess the progress of the Principal. If at any time the Lead Evaluator determines that a goal has been met, it will be noted on the attached chart.
- **Resources to be provided by the District**-The Lead Evaluator will list the resources that will be provided to assist the Principal in achieving the desired outcomes.
- **Evidence to Support Achievement of Goal**-The Lead Evaluator and the Principal will mutually decide what items will be presented in support of goal attainment.
- **Was Desired Outcome Achieved (Y/N date)**—The Lead Evaluator will indicate on the chart when specific outcome has been met.

**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:

*Robert J. ...*      2-28-2014

Teachers Union President Signature:      Date:

*Kristin Stedman*      2-28-2014

Administrative Union President Signature:      Date:

*Kathleen A. Carney*      2-28-2014

Board of Education President Signature:      Date:

*John J. Cipriano*      2-28-2014