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

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

September 17, 2012

Charles Murphy, Superintendent of Schools
Island Trees School District
74 Farmedge Road
Levittown, NY 11756

Dear Superintendent Murphy:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

c: Thomas Rogers

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 02, 2012
Updated Tuesday, September 11, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280226030000

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

280226030000

1.2) School District Name: ISLAND TREES UFSD

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

ISLAND TREES UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, May 02, 2012
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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Island Trees locally developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Island Trees locally developed 1st Grade ELA assessment
2	District, regional, or BOCES-developed assessment	Island Trees locally developed 2nd Grade ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target". The attached HEDI calculator will convert student/school results into a HEDI growth score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Island Trees locally developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	Island Trees locally developed 1st Grade Math assessment
2	District, regional, or BOCES-developed assessment	Island Trees locally developed 3rd Grade Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target". The attached HEDI calculator will convert student/school results into a HEDI growth score.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

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	6th grade teachers will be evaluated through NYS ELA and Mathematics assessments
7	District, regional or BOCES-developed assessment	Island Trees locally developed 7th Grade Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target". The attached HEDI calculator will convert student/school results into a HEDI growth score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective"

	score (HEDI score of nine and zero).

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	6th grade teachers will be evaluated through NYS ELA and Mathematics assessments
7	District, regional or BOCES-developed assessment	Island Trees locally developed 7th Grade Social Studies assessment
8	District, regional or BOCES-developed assessment	Island Trees locally developed 8th Grade Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target". The attached HEDI calculator will convert student/school results into a HEDI growth score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score.
Developing (3 - 8 points) Results are below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

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	Island Trees locally developed Global 1 Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target". The attached HEDI calculator will convert student/school results into a HEDI growth score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score.
Developing (3 - 8 points) Results are below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target". The attached HEDI calculator will convert student/school results into a HEDI growth score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score.
Developing (3 - 8 points) Results are below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target". The attached HEDI calculator will convert student/school results into a HEDI growth score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and

	the SLO Target score.
Developing (3 - 8 points) Results are below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

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	Island Trees locally developed 9th Grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Island Trees locally developed 10th Grade ELA assessment
Grade 11 ELA	Regents assessment	Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target". The attached HEDI calculator will convert student/school results into a HEDI growth score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score.
Developing (3 - 8 points) Results are below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

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
	Grade 7 - Spanish	District, Regional or BOCES-developed	Island Trees locally developed 7th Grade Spanish assessment
	Grade 7 - French	District, Regional or BOCES-developed	Island Trees locally developed 7th Grade French assessment
	Grade 8 - Spanish	District, Regional or BOCES-developed	Island Trees locally developed Grade 8 Spanish assessment
	Grade 8 - French	District, Regional or BOCES-developed	Island Trees locally developed Grade 8 French assessment
	Home and Careers 7	District, Regional or BOCES-developed	SIsland Trees locally developed 7th Grade Home and Careers assessment
	Home and Careers 8	District, Regional or BOCES-developed	Island Trees locally developed 8th Grade Home and Careers assessment
	Technology 7	District, Regional or BOCES-developed	Island Trees locally developed 7th Grade Technology assessment
	Technology 8	District, Regional or BOCES-developed	Island Trees locally developed 8th Grade Technology assessment
	Library	District, Regional or BOCES-developed	Island Trees locally developed Library assessment
	Orchestra 5/6	District, Regional or BOCES-developed	Island Trees locally developed 5th/6th Grades Orchestra assessment
	Orchestra 7/8	District, Regional or BOCES-developed	Island Trees locally developed 7th/8th Grades Orchestra assessment
	Chorus 5/6	District, Regional or BOCES-developed	Island Trees locally developed 5th/6th Grades Chorus assessment
	Chorus 7/8	District, Regional or BOCES-developed	Island Trees locally developed 7th/8th Grades Chorus assessment
	Band 5/6	District, Regional or BOCES-developed	Island Trees locally developed 5th/6th Grades Band assessment
	Band 7/8	District, Regional or BOCES-developed	Island Trees locally developed 7th/8th Grades Band assessment
	Music Workshop 5	District, Regional or BOCES-developed	Island Trees locally developed 5th Grade Music Workshop assessment
	Music Workshop 6	District, Regional or BOCES-developed	Island Trees locally developed 6th Grade Music Workshop assessment
	Music Workshop 7	District, Regional or BOCES-developed	Island Trees locally developed 7th Grade Music Workshop assessment
	Art 5	District, Regional or BOCES-developed	Island Trees locally developed 5th Grade Art assessment
	Art 6	District, Regional or BOCES-developed	Island Trees locally developed 6th Grade Art assessment

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

Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target". The attached HEDI calculator will convert student/school results into a HEDI growth score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score.
Developing (3 - 8 points) Results are below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

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

assets/survey-uploads/5364/124029-avH4IQNZMh/FORM 2.10 APPR All Other Courses_4.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124029-TXEtxx9bQW/HEDI Growth 20 Point Worksheet Sept.xlsx

2.12) Locally Developed Controls

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

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

No locally developed controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, May 08, 2012
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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Reading and Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Reading and Math)

6	4) State-approved 3rd party assessments	Measures of Academic Progress (Reading and Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Reading and Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Reading and Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The point values and ranges on the HEDI point scale (from zero to fifteen) are determined by SED regulations. This attached template translates a percent mastery achieved into a HEDI score. Each translation is based on the target required and the HEDI Anchor Point selected. The HEDI Anchor Point is 11. HEDI bands are defined by the midpoint of the "Effective" band (score of 11) established as the LOCAL measure "Target". HEDI scores in the "Highly Effective" and "Effective" ranges are defined by the number of steps between the Anchor Point selected and 100%. At Anchor Point 11, there are four equal steps to 100%. Thus, all steps in the "Highly Effective" and "Effective" ranges represent 1/4 of the difference between the Anchor Point and 100%. HEDI scores in the "Developing" and "Ineffective" ranges are defined by the eight scores (0-7) in these ranges. The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/2 of the difference between the highest "Effective" score (HEDI score of 13) and 100%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above the Anchor score of 11, represents 1/4 of the difference between 100% and the LOCAL measure Target score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/8 of the difference between the lowest "Effective" score (HEDI score of eight and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/8 of the difference between the lowest "Effective" score (HEDI score of eight and zero).

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Mathematics)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Mathematics)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Mathematics)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Mathematics)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Mathematics)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The point values and ranges on the HEDI point scale (from zero to fifteen) are determined by SED regulations. This attached template translates a percent mastery achieved into a HEDI score. Each translation is based on the target required and the HEDI Anchor Point selected. The HEDI Anchor Point is 11. HEDI bands are defined by the midpoint of the "Effective" band (score of 11) established as the LOCAL measure "Target". HEDI scores in the "Highly Effective" and "Effective" ranges are defined by the number of steps between the Anchor Point selected and 100%. At Anchor Point 11, there are four equal steps to 100%. Thus, all steps in the "Highly Effective" and "Effective" ranges represent 1/4 of the difference between the Anchor Point and 100%. HEDI scores in the "Developing" and "Ineffective" ranges are defined by the eight scores (0-7) in these ranges. The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/2 of the difference between the highest "Effective" score (HEDI score of 13) and 100%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above the Anchor score of 11, represents 1/4 of the difference between 100% and the LOCAL measure Target score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/8 of the difference between the lowest "Effective" score (HEDI score of eight and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/8 of the difference between the lowest "Effective" score (HEDI score of eight and zero).

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/5139/126866-rhJdBgDruP/APPR Local Measures Calculator 15%_1.xlsx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL measure "Target". The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the LOCAL measure Target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Mathematics)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL measure "Target". The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the LOCAL measure Target score.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	6th grade teachers will be evaluated through ELA and Mathematics, not Science
7	5) District, regional, or BOCES–developed assessments	Island Trees locally developed 7th grade Science assessment

8	5) District, regional, or BOCES–developed assessments	Island Trees locally developed 7th grade Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL measure "Target". The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the LOCAL measure Target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	6th grade teachers will be evaluated through ELA and Mathematics, not Social Studies
7	5) District, regional, or BOCES–developed assessments	Island Trees locally developed 7th grade Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	Island Trees locally developed 8th grade Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL measure "Target". The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the LOCAL measure Target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Island Trees locally developed Global 1 Social Studies assessment
Global 2	5) District, regional, or BOCES–developed assessments	Island Trees locally developed Global 2 Social Studies assessment
American History	5) District, regional, or BOCES–developed assessments	Island Trees locally developed American History Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL measure "Target".

	The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the LOCAL measure Target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Island Trees locally developed Living Environment Science assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Island Trees locally developed earth Science - Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Island Trees locally developed Chemistry Science assessment
Physics	5) District, regional, or BOCES–developed assessments	Island Trees locally developed Physics Science assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL measure "Target". The attached HEDI calculator will convert student/school results into a HEDI score.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the LOCAL measure Target score.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Island Trees locally developed Algebra 1 Math assessment
Geometry	5) District, regional, or BOCES–developed assessments	Island Trees locally developed Geometry Math assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Island Trees locally developed Algebra 2 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL measure "Target". The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and

grade/subject.	the LOCAL measure Target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Island Trees locally developed Grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Island Trees locally developed Grade 10 ELA assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Island Trees locally developed Grade 11 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL measure "Target". The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the LOCAL measure Target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

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
	Grade 7 - Spanish	5) District/regional/BOCES–developed	Island Trees locally developed Grade 7 Spanish assessment
	Grade 7 - French	5) District/regional/BOCES–developed	Island Trees locally developed Grade 7 French assessment
	Grade 8 - Spanish	5) District/regional/BOCES–developed	Island Trees locally developed Grade 8 Spanish assessment
	Grade 8 - French	5) District/regional/BOCES–developed	Island Trees locally developed Grade 8French assessment
	Home and Careers 7	5) District/regional/BOCES–developed	Island Trees locally developed Grade 7 Home and Careers assessment
	Home and Careers 8	5) District/regional/BOCES–developed	Island Trees locally developed Grade8 Home and Careers assessment
	Technology 7	5) District/regional/BOCES–developed	Island Trees locally developed Grade 7 Technology assessment
	Technology 8	5) District/regional/BOCES–developed	Island Trees locally developed Grade 8 Technology assessment
	Library	5) District/regional/BOCES–developed	Island Trees locally developed Library assessment
	Orchestra 5/6	5) District/regional/BOCES–developed	Island Trees locally developed Orchestra 5/6 assessment
	Orchestra 7/8	5) District/regional/BOCES–developed	Island Trees locally developed Orchestra 7/8 assessment
	Chorus 5/6	5) District/regional/BOCES–developed	Island Trees locally developed Chorus 5/6 assessment
	Chorus 7/8	5) District/regional/BOCES–developed	Island Trees locally developed Chorus 7/8 assessment
	Band 5/6	5) District/regional/BOCES–developed	Island Trees locally developed Band 5/6 assessment
	Band 7/8	5) District/regional/BOCES–developed	Island Trees locally developed Band 7/8 assessment
	Music Workshop 5	5) District/regional/BOCES–developed	Island Trees locally developed Music Workshop 5 assessment
	Music Workshop 6	5) District/regional/BOCES–developed	Island Trees locally developed Music Workshop 6 assessment
	Music Workshop 7	5) District/regional/BOCES–developed	Island Trees locally developed Music Workshop 7 assessment
	Art 5	5) District/regional/BOCES–developed	Island Trees locally developed Art 5 assessment
	Art 6	5) District/regional/BOCES–developed	Island Trees locally developed Art 6 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL measure "Target". The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the LOCAL measure Target score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

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

assets/survey-uploads/5139/126866-Rp0Ol6pk1T/Form 3_12_All Other Courses[1].doc new_1.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/5139/126866-y92vNseFa4/APPR HEDI LOCAL 20 Point worksheet september.xlsx

3.14) Locally Developed Controls

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

No locally developed controls.

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.

For elementary grade levels, K-6, the district will combine the locally-selected measures of student achievement, Reading and Math assessments, to determine the LOCAL APPR evaluation score. For these staff members, Reading and Math will be weighted at 50%, respectively, for a total 100% LOCAL APPR measure.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, May 08, 2012
Updated Friday, June 29, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

(No response)

(No response)

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.

In accordance with the new Annual Professional Performance Review (APPR) regulations, the Island Trees Union Free School District has developed a process for assigning the "60% Other Measures of Effectiveness" subcomponent for teaching staff. 32 points will be based on multiple classroom observations by either a principal or other trained district administrator/chair. As per the APPR regulations, at least one of the observations will be unannounced. We have attached copies of the observation - announced and unannounced - reports to this plan. The reporting rubrics follow the Danielson's Framework for Teaching. In addition, the district has developed an Annual Evaluation report (28 points) also based on the Danielson model to measure teacher performance and effectiveness over a school year. These points will be assigned through structured review of lesson plans and other teacher artifacts by the building principal or other trained district administrator.

Each element of the reporting rubrics have four levels of performance: "Ineffective", "Developing", "Effective", and "Highly Effective". The levels range from describing teachers who are still striving to master the rudiments of teaching (Ineffective) to high accomplished

professionals who are able to share their expertise (Highly Effective).

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

assets/survey-uploads/5091/126893-eka9yMJ855/APPR 60 Point Rubrics for Teacher Evaluation.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers at this level are master teachers and make a contribution to the field, both in and out of their school.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher clearly understands and successfully implements the concepts underlying the element.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher appears to understand and implement the concepts underlying the element. Implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by mentor) should enable the teacher to become proficient in this area. This level is minimally competent and improvement is likely with additional effort and/or experience.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher does not yet appear to understand the concepts underlying the element. Working on the fundamental practices associated with the element should enable the teacher to grow and develop in this area.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58- 60
Effective	52 -57
Developing	48-51
Ineffective	0-47

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	1
4.6) Observations of Probationary Teachers | Informal/Short	1
4.6) Observations of Probationary Teachers | 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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Thursday, June 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	58-60
Effective	52-57
Developing	48-51
Ineffective	0-47

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, May 08, 2012
Updated Tuesday, September 11, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/126907-Df0w3Xx5v6/Teacher Improvement Plan (TIP) - Form.doc

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:

APPEAL PROCEDURES

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for teachers whose performance is assessed as either Developing or Ineffective.

To the extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

This model appeal procedure addresses a teacher's due process rights while ensuring that appeals are resolved in an expeditious manner.

Appeals of Ineffective and Developing Ratings Only

Appeals of annual professional performance reviews will be limited to those that rate a teacher as Ineffective or Developing only.

What May Be Challenged in an Appeal

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

(1) the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;

(2) the adherence to the Commissioner's regulations, as applicable to such reviews;

(3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

(4) the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.

Prohibition Against More Than One Appeal

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

Burden of Proof

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

TEACHER: Timeframe for Filing Appeal

The teacher will submit his or her appeal to his or her building principal for review. All appeals must be submitted in writing no later than 15 school days of the date when the teacher receives his or her annual professional performance review. The district plans to distribute all APPR ratings on the same day, on or by September 1, barring any unforeseen circumstances. All teacher improvement plans must begin no later than 10 school days from the opening of classes in the school year for which such teacher's performance is being measured. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed within 15 school days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the principal, and any and all additional information submitted with the response, at the same time the school district files its response.

If the appeal is denied at this juncture, the teacher may choose to bring further appeal to the APPR committee.

Decision-Maker on Appeal

A decision shall be rendered by the APPR committee, which will consist of all members with the exception of the principal to whom the appeal was initially made.

Committee Decision

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

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

After two years of a teacher being deemed as developing or ineffective, the decision for any further action shall rest with the superintendent/board of education.

Exclusivity of §3012-C Appeal Procedure

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

In no event shall the Appeal Procedures take longer than 30 days.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Island Trees Union Free School District lead evaluators and evaluators have been trained and certified through the Nassau BOCES Lead Evaluator Training program over multiple modules during the 2011-12 school year. We will continue using Nassau BOCES to train and re-certify our administrative staff on the content required in the Commissioner's regulations for the 2012-13 school year as well. In addition, recertification of lead evaluators will also be conducted through the Nassau BOCES APPR evaluation program.

Naturally, inter-rater reliability is critical to the success of the observation and evaluation process. After all, the evaluators need to provide accurate staff feedback regarding the teaching-learning process and to promote best teaching practices. To facilitate consistency, the evaluators will all be trained through the Nassau BOCES Lead Evaluator Training program and attend their training module on "inter-rater reliability". During the Nassau BOCES training, our administrative staff utilized video observations to practice gathering evidence of teacher performance. These practice sessions allowed our evaluators to view teacher practice together and why teachers were rated at certain levels on the evaluation scale. Island Trees will devote additional evaluator training time to video viewing workshops to maintain high inter-rater reliability among our lead evaluators and evaluators for the future.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, May 08, 2012
Updated Tuesday, September 11, 2012

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

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

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

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

Michael F. Stokes Elementary School Grades 2-4
Island Trees Memorial Middle School Grades 5-8
Island Trees High School Grades 9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
J. Fred Sparke Elementary School K-1	District, regional, or BOCES-developed	Island Trees locally developed ELA and Mathmatics assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target". The district will assign HEDI points using SLO "Target" for total student performance in the areas of ELA and Mathematics. The Reading and Math will be weighted at 50%, respectively, for a total of 100% for the SLO APPR principal measure. Lastly, we have attached the SLO calculator for use in the determination of the HEDI rating. The attached HEDI calculator will convert student/school results into a HEDI growth score.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective"

score (HEDI score of nine and zero).

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/5365/126910-lha0DogRNw/APPR Principals SLOs measure calculator worksheet september.xlsx

7.4) Special Considerations for Comparable Growth Measures

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

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

The district will create Student Learning Objectives (SLO) as defined by the New York State Education Department for principals based upon school-wide results. It will be specific and measurable, based on available prior student learning data, and aligned to the Common Core, State, or national standards, as well as to other school and district priorities. The principals' scores are based upon the degree to which their goals were attained.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

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Updated Tuesday, September 11, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	2-4	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Mathematics)
	2-4	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Reading)
	5-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Mathematics)
	5-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Reading)
	9-12	(d) measures used by district for teacher evaluation	Island Trees locally developed ELA assessments
	9-12	(d) measures used by district for teacher evaluation	Island Trees locally developed Math assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The point values and ranges on the HEDI point scale (from zero to fifteen) are determined by SED regulations. This attached template translates a percent mastery achieved into a HEDI score. Each translation is based on the target required and the HEDI Anchor Point selected. The HEDI Anchor Point is 11. HEDI bands are defined by the midpoint of the "Effective" band (score of 11) established by the LOCAL "Target". HEDI scores in the "Highly Effective" and "Effective" ranges are defined by the number of steps between the Anchor Point selected and 100%. Thus, all steps in the "Highly Effective" and "Effective" ranges represent 1/4 of the difference between the Anchor Point

	and 100%. HEDI scores in the "Developing" and "Ineffective" ranges are defined by the eight scores (0-7) in these ranges. The district will assign HEDI points using a LOCAL "Target" for measuring total student performance in the areas of ELA and Mathematics. The Reading and Math will be weighted at 50%, respectively, for a total of 100% for the LOCAL APPR principal measure. Lastly, we have attached the LOCAL calculator for use in the determination of the HEDI rating. The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/2 of the difference between the highest "Effective" score (HEDI score of 13) and 100%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above and below a score of 11 represents, 1/4 of the difference between 100% and the LOCAL target score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represents 1/8 of the difference between the lowest "Effective" score (HEDI score of eight and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represents 1/8 of the difference between the lowest "Effective" score (HEDI score of eight and zero).

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

(No response)

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

assets/survey-uploads/5366/126911-qBFVOWF7fC/APPR Local Measures principal Calculator 15%.xlsx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	J. Fred Sparke Elementary School K-1	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary - Mathematics)
	J. Fred Sparke Elementary School K-1	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary - Reading)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL "Target". The district will assign HEDI points using a LOCAL "Target" for measuring total student performance in the areas of ELA and Mathematics. The Reading and Math will be weighted at 50%, respectively, for a total of 100% for the LOCAL APPR principal measure. Lastly, we have attached the LOCAL calculator for use in the determination of the HEDI rating. The attached HEDI calculator will convert student/school results into a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective score" (HEDI score of 17) and 100%.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the LOCAL Target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represents 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

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)

assets/survey-uploads/5366/126911-pi29aiX4bL/APPR HEDI LOCAL 20 Point principal worksheet september_1.xlsx

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

(No response)

8.3) Locally Developed Controls

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

No locally developed controls.

8.4) Principals with More Than One Locally Selected Measure

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

For principals in Sparke grades K-1, Stokes grades 2-4, Island Trees Memorial Middle School grades 5-8, and Island Trees High School grades 9-12, the district will combine the locally-selected measures of student achievement, Reading and Math, to determine the LOCAL APPR evaluation score. For these principals, reading and math scores will be weighted at 50%, respectively, for a total

LOCAL APPR principal measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

In accordance with the new Annual Professional Performance Review (APPR) regulations, the Island Trees Union Free School District has develop a process for assigning the "60% Other Measures of Effectiveness" subcomponent for principals. The principals will be evaluated using Marshall's Principal Evaluation rubric based upon multiple school visits, including unannounced ones. The leadership standards will be assessed annually based on their principal leadership and management actions as defined by the Marshall rubric. These points will be assigned through an assessment by a trained district evaluator.

Each element of the reporting rubric has four levels of performance: "Highly Effective", "Effective", "Developing" and "Ineffective". The levels range from describing principals who are still striving to master the rudiments of their practice (Ineffective) to Highly accomplished professionals who are able to share their expertise (Highly Effective).

Ineffective (0-30): The principal does not yet appear to understand the concepts outlined in the rubric element. Working on the fundamental practices associated with the rubric elements should enable the principal to grow and develop in this area.

Developing (31-55): The principal appears to understand and implement the concepts defined in the rubric. Implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, and experience (particularly supported by a mentor) should enable the principal to become proficient in this area. This level is minimally competent and improvement is likely with additional effort and/or experience.

Effective (56-58): The principal clearly understands and successfully implements the concepts set forth in the rubric.

Highly Effective (59-60): Principals at this level are master principals and make a contribution to the field, both in and out of their school.

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

assets/survey-uploads/5143/124023-pMADJ4gk6R/appr principal's rubric - Marshall - June 2012.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.	Highly Effective (59-60): Principals at this level are master principals and make a contribution to the field, both in and out of their school.
Effective: Overall performance and results meet standards.	Effective (56-58): The principal clearly understands and successfully implements the concepts set forth in the rubric.

Developing: Overall performance and results need improvement in order to meet standards.	Developing (31-55): The principal appears to understand and implement the concepts defined in the rubric. Implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, and experience (particularly supported by a mentor) should enable the principal to become proficient in this area. This level is minimally competent and improvement is likely with additional effort and/or experience.
Ineffective: Overall performance and results do not meet standards.	Ineffective (0-30): The principal does not yet appear to understand the concepts outlined in the rubric element. Working on the fundamental practices associated with the rubric elements should enable the principal to grow and develop in this area.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	56-58
Developing	31-55
Ineffective	0-30

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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	56-58
Developing	31-55
Ineffective	0-30

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/124020-Df0w3Xx5v6/Principal Improvement Plan (PIP) - Form.doc

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:

APPEAL PROCEDURES

Annual Professional Performance Review (APPR) Appeal Procedure
for Building Principals

The parties will continue to meet, as needed, in order to negotiate all aspects of the APPR process as required by Education Law Section 3012-c. The resolution of the issues discussed by the parties shall be in writing, be placed with the appropriate paragraphs of

the collective bargaining agreement, and this writing shall constitute compliance with the requirements of Education Law Section 3012-c.

Notwithstanding the above, for the 2012-2013, school year, the parties agree to the following appeals procedure pursuant to Education Law Section 3012-c:

Development of Principal's Annual Performance Evaluations

a. A completed draft annual evaluation form (in the form that has been mutually agreed upon by the parties) shall be presented to the Principal at a meeting between the Principal and the Superintendent of Schools to be held no later than three weeks prior to the date that the evaluation is required to be submitted to NYSED.

b. Within ten (10) school days of the receipt of the draft evaluation of a Principal's annual evaluation from the Superintendent of Schools, the Principal may present information, suggestions, and materials, in writing to the Superintendent of Schools.

c. Within five (5) school days of the receipt of the materials, the Superintendent of Schools shall issue the final evaluation to the Principal.

Principal Appeal Process

d. Principals may appeal their annual professional performance review ratings and they may appeal Principal Improvement Plans, as set forth below. Appeals of annual professional performance review ratings shall be limited to ratings of "Ineffective" or "Developing." Principals may submit written rebuttals of determinations of "Effective" and "Highly Effective" but may not appeal such ratings.

e. Within fifteen (15) school days of the receipt of the annual professional performance review (the "APPR rating") providing a rating as set forth in Subparagraph (a) above, a principal may appeal the APPR rating to the Superintendent of Schools. If a principal is challenging a principal improvement plan ("PIP"), appeals must be filed within fifteen (15) school days of the issuance of such plan. If a Principal is on vacation when the APPR rating or PIP is issued, the fifteen (15) school days for appeal provided herein shall not commence until the Principal returns from vacation. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

1. the substance and rating of the annual professional performance review;

2. the school district's adherence to the standards and methodologies required for such reviews and PIPs pursuant to Section 3012(c) of the Education Law;

3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and

4. the school district's issuance and/or implementation of the terms of the principal's improvement plan.
Principal's Appeal to the Superintendent
f. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her APPR rating, or the issuance and/or implementation of the terms of his or her PIP, and any additional documents or materials relevant to the appeal. The APPR rating (including the supporting documents that comprised the rating) and/or the PIP being challenged must also be submitted with the appeal.

g. Within fifteen (15) school days of receipt of the appeal, the Superintendent of Schools shall render a detailed written determination with respect thereto. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Superintendent may set aside a rating or a PIP, modify a rating or a PIP, or order a new rating or PIP. The decision must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. The Principal initiating the appeal shall receive a copy of the response, and any and all additional information submitted with the response.

Principal's Appeal to Committee of Administrators - "Developing" or "Ineffective" Ratings

h. Within fifteen (15) school days of receipt of the Superintendent's response to the appeal, a Principal who receives a rating of "Developing" or "Ineffective" after the appeal to the Superintendent will be afforded the right to file a "second level" appeal to a committee of administrators. The committee will be comprised of three administrators: the Assistant Superintendent for Special Education, one Island Trees principal chosen by the Superintendent and one Island Trees principal chosen by the Principal-appellant. The committee may modify the rating or the PIP, set aside the rating or the PIP, and/or call for a new evaluation (to be conducted by a

trained administrator other than the original evaluator) or a new PIP.

i. Absent exigent circumstances, the committee will hear the Principal's appeal no later than fifteen (15) business days from the date the Principal filed the "second level" appeal. The appeal shall be based on a written record, including the Principal's appeal papers and any documentary evidence accompanying the appeal, as well as the response to the appeal and additional documentary evidence submitted with such papers. The committee shall issue a written determination within fifteen (15) school days from the conclusion of the hearing. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. If the appeal is sustained, the committee may set aside a rating or a PIP, modify a rating or a PIP, order a new evaluation (to be conducted by a trained administrator other than the original evaluator) or order a new PIP. A copy of the decision shall be provided to the Principal and Superintendent.

Principal's Appeal to Hearing Panel – Second Consecutive "Developing" or "Ineffective" Ratings

j. Notwithstanding the provisions of subparagraphs (h) and (i) above, within fifteen (15) school days of receipt of the Superintendent's response to the appeal described in subparagraphs (f) and (g) above, a Principal who receives a second consecutive rating of "Developing" or "Ineffective" after the appeal to the Superintendent will be afforded the right to file a "second level" appeal to a hearing panel. The hearing panel will be comprised of three administrators: one Island Trees administrator chosen by the Superintendent, one Island Trees administrator chosen by the Principal-appellant and one chairperson, who shall be a retired administrator chosen from a list of retired administrators to be locally negotiated between the District and the Principals' Association annually. The cost of the retired administrator serving on the hearing panel shall be borne by the District.

k. The hearing panel will hear the Principal's appeal within a reasonable time from the date the Principal filed the appeal. The appeal shall be based on a written record, including the Principal's appeal papers and any documentary evidence accompanying the appeal, as well as the response to the appeal and additional documentary evidence submitted with such papers. The hearing panel shall issue a written determination within fifteen (15) school days from the conclusion of the hearing. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. If the appeal is sustained, the committee may set aside a rating or a PIP, modify a rating or a PIP or order a new evaluation or a PIP (with the new evaluation to be conducted by a trained administrator other than the original evaluator). A copy of the decision shall be provided to the Principal and Superintendent.

l. After two consecutive years of a Principal being rated as "Developing" or "Ineffective," after all appeals, the decision for any further action shall rest with the Superintendent and the Board of Education.

m. The time frames referred to herein may be extended by mutual agreement of the parties.

n. The District agrees that no administrator will face disciplinary charges pursuant to Education Law 3012-c until all are evaluated pursuant to Education Law 3012-c.

In no event shall the Appeals Procedures take more than 30 days.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Island Trees Union Free School District lead evaluators and evaluators have been trained and certified through the Nassau BOCES Lead Evaluator Training program over multiple modules during the 2011-12 school year. We will continue using Nassau BOCES to train and re-certify our administrative staff on the content required in the Commissioner's regulations for the 2012-13 school year as well. In addition, recertification of lead evaluators will also be conducted through the Nassau BOCES APPR evaluation program.

Naturally, inter-rater reliability is critical to the success of the observation and evaluation process. After all, the evaluators need to provide accurate staff feedback regarding the teaching-learning process and to promote best teaching practices. To facilitate consistency, the evaluators will all be trained through the Nassau BOCES Lead Evalator Training program and attend their training module on "inter-rater reliability". During the Nassau BOCES training, our administrative staff utilized video observations to practice gathering evidence of teacher performance. These practice sessions allowed our evalators to view teacher practice together and why teachers were rated at certain levels on the evaluation scale. Island Trees will devote additional evaluator training time to video viewing workshops to maintain high inter-rater reliability among our lead evaluators and evaluators for the future.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, May 02, 2012
Updated Tuesday, September 11, 2012

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12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/124019-3Uqgn5g9Iu/APPR approval sept 2012.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.

June 2012

Island Trees UFSD

PRINCIPALS' ANNUAL EVALUATION REPORT

Principal:			Assignment:	Status (Circle) TENURE PROBATIONARY		
School:						
Attendance:	Sick:	Personal:	Professional:	Bereavement:	LWOP:	Jury Duty:
Attendance Comments (optional):						
Supervisor/Administrator Signature				Date:		
Principal's Signature (signature indicates only receipt of this report)				Date:		

Levels of Performance

Each element of a domain has four levels of performance: highly effective, effective, developing and ineffective. The levels range from describing principals who are still striving to master the rudiments of their practice (ineffective) to highly accomplished professionals who are able to share their expertise (highly effective).

Ineffective (0-30): The principal does not yet appear to understand the concepts outlined in the rubric element. Working on the fundamental practices associated with the rubric elements should enable the principal to grow and develop in this area.

Developing (31-55): The principal appears to understand and implement the concepts defined in the rubric. Implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, and experience (particularly supported by a mentor) should enable the principal to become proficient in this area. This level is minimally competent and improvement is likely with additional effort and/or experience.

Effective (56-58): The principal clearly understands and successfully implements the concepts set forth in the rubric.

Highly Effective (59-60): Principals at this level are master principals and make a contribution to the field, both in and out of their school.

June 2012

A. Diagnosis and Planning

The principal:

	Highly Effective - 1.0	**Effective – 0.96**	**Developing – 0.93**	**Ineffective – 0.50**
a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges and motivates colleagues by presenting the gap between current student data and a vision for success.	Presents data comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Does not present data or a vision for future success.
d. Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a standard mission statement that few colleagues remember.	Does not share a mission statement.
e. Target	Gets strong staff commitment on a bold, ambitious student achievement target.	Builds staff support for a student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. Theory	Wins staff ownership for a robust action plan for improving achievement.	Develops a robust action plan for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.

g. Strategy	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
h. Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
i. Enlisting	Persistently seeks to win over staff members who resisted change or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
j. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

Points assigned for Domain A:____ Overall rating in Domain A: _____
Comments:

Specific facts/evidence relied on for "ineffective" or "developing" ratings:

B. Priority Management and Communication

The principal:

	Highly Effective - 1.0	**Effective – 0.96**	**Developing – 0.93**	**Ineffective – 0.50**
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but rarely gets to them and is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-Up	Has a proven system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn’t follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has staff buy-in on what is expected for management procedures and discipline.	Makes sure staff knows what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.

f. Delegation	Has highly competent people in key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time- wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e- mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

Points assigned for Domain B: ____ Overall rating in Domain B: _____
Comments:

Specific facts/evidence relied on for "ineffective" or "developing" ratings:

C. Curriculum and Data

The principal:

	Highly Effective - 1.0	**Effective – 0.96**	**Developing – 0.93**	**Ineffective – 0.50**
a. Expectations	Gets teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. Baselines	Ensures that teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least three times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
f. Analysis	Facilitates data/action team meetings after each round of	Monitors teacher teams as they analyze interim assessment	Suggests that teacher teams work together to draw lessons	Does not see the value of analyzing tests given

	assessments.	results and formulate action plans.	from the tests they give.	during the year.
g. Causes	Gets data meetings engaged in a no-blame, highly productive search for student progress and deficiency.	Asks that data meetings go beyond *what* students got wrong and delve into *why*.	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
j. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Points assigned for Domain C: ____ Overall rating in Domain C: _____
Comments:

Specific facts/evidence relied on for “ineffective” or “developing” ratings:

D. Supervision, Evaluation and Professional Development

The principal:

	Highly Effective - 1.0	**Effective – 0.96**	**Developing – 0.93**	**Ineffective – 0.50**
a. Meetings	In most meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses many staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas	Frequently reads and shares current professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Researches, identifies and suggests aligned, high- quality workshops and other professional learning tuned to staff needs.			Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers design high-quality lessons, and consistently reviews lesson	Asks teachers to plan lessons, and usually reviews lesson	Rarely reviews teachers' lesson plans.	Does not review lesson plans.

	plans and provides feedback.	plans and provides feedback.		
g. Evaluation	Visits a few classrooms a day and gives helpful feedback to each teacher within 24 hours when appropriate.	Visits a few classrooms every day and gives helpful feedback to teachers when appropriate.	Tries to get into classrooms but is often distracted by other mundane responsibilities and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Criticism	Engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. Hiring	Recruits, interviews, recommends and supports highly quality teaching candidates who share the school's vision.	Recruits, interviews and recommends quality teaching candidates.	Recruits, interviews and recommends teaching candidates who seem to fit his or her philosophy of teaching.	Makes last-minute recommendations to teaching vacancies based on candidates who are available.
j. Housecleaning	Takes necessary disciplinary action (including providing counseling and guidance) despite evidence of teacher ineffectiveness, scrupulously following all contractual requirements; including, but not limited to, counseling out or dismissing ineffective teachers.	Takes necessary disciplinary action (including providing counseling and guidance) despite evidence of teacher ineffectiveness, following all contractual requirements.	Takes some necessary disciplinary action (including providing counseling and guidance) despite evidence of teacher ineffectiveness.	Shies away from taking necessary disciplinary action (including providing counseling and guidance) despite evidence of teacher ineffectiveness.

Points assigned for Domain D: ____ Overall rating in Domain D: _____
Comments:

Specific facts/evidence relied on for "ineffective" or "developing" ratings:

E. Discipline and Family Involvement

The principal:

	Highly Effective - 1.0	**Effective – 0.96**	**Developing – 0.93**	**Ineffective – 0.50**
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort and improvement, and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and students' earning good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Identifies staff who are less than proficient in classroom management, and offers suggestions for improvement.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the	Makes parents feel welcome, listens to their concerns, and tries to get them involved,	Reaches out to parents and tries to understand when they are critical, when available.	Makes little effort to reach out to families and is defensive when parents express concerns, when

	school, when available.	when available.		available.
g. Curriculum	Ensures that staff members inform parents of learning expectations, and provides specific ways they can support their children's learning.	Ensures that staff members send home information on the learning expectations and ways parents can help at home.	Encourages staff members to send home a list of grade-level learning expectations.	Does not send home the school's learning expectations.
h. Conferences	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps. Maintains open lines of communication between school and home.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Communication	Sends home regular school announcements, gets teachers sending updates, and supervises an effective grading system.	Sends home periodic school announcements and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Safety-net	Provides effective programs for all students with inadequate home support, whenever possible.	Provides programs for most students whose parents do not provide adequate support, whenever possible.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Points assigned for Domain E: ____ Overall rating in Domain E: _____
Comments:

Specific facts/evidence relied on for "ineffective" or "developing" ratings:

F. Management and External Relations

The principal:

	Highly Effective - 1.0	**Effective – 0.96**	**Developing – 0.93**	**Ineffective – 0.50**
a. Strategies	Implements proven strategies that boost student learning.	Suggests effective strategies to improve student learning.	Explores strategies that might improve achievement.	Plays it safe and sticks with the status quo.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that maximizes meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to,	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.

	teaching and learning.			
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Points assigned for Domain F: ____ Overall rating in Domain F: _____
Comments:

Specific facts/evidence relied on for "ineffective" or "developing" ratings:

June 2012

Evaluation Summary Page

Principal's Name: _____ School year: _____

RATINGS ON INDIVIDUAL DOMAINS:

A. Diagnosis and Planning:

_____ Points ❑ Highly Effective ❑ Effective ❑ Developing ❑ Ineffective

B. Priority Management and Communication:

_____ Points ❑ Highly Effective ❑ Effective ❑ Developing ❑ Ineffective

C. Curriculum and Data:

_____ Points ❑ Highly Effective ❑ Effective ❑ Developing ❑ Ineffective

D. Supervision, Evaluation, and Professional Development:

_____ Points ❑ Highly Effective ❑ Effective ❑ Developing ❑ Ineffective

E. Discipline and Parent Involvement:

_____ Points ❑ Highly Effective ❑ Effective ❑ Developing ❑ Ineffective

F. Management and External Relations:

_____ Points ❑ Highly Effective ❑ Effective ❑ Developing ❑ Ineffective

OVERALL:

Total Points: _____
Overall Rating on this 60 Point Rubric:

❑ Highly Effective (59-60) ❑ Effective (57-58) ❑ Developing (44-56) ❑ Ineffective (0-43)

EVALUATOR'S COMMENTS:

PRINCIPAL'S COMMENTS:

Form 2.10) All Other Courses – Island Trees

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
	Art 7	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Art 7 assessment
	Art 8	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Art 8 assessment
	Health 7	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Health 7 assessment
	Health 8	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Health 8 assessment

	Course(s) or Subject(s)	Option	Assessment
	MMS Reading	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed MMS Reading assessment
	General Music K-4	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Grade 4 assessment
	Art K-4	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Art K-4 assessment
	Band and Orchestra – Grade 4	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Band and Orchestra Grade 4 assessment

	Course(s) or Subject(s)	Option	Assessment
	HS Concert Band and Symphonic	○ State Assessment ○	Island Trees locally

	Band	○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	developed HS Concert Band assessment
	HS Chorus and Orchestra	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed HS Chorus assessment
	Guitar & Roots	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Guitar and Roots assessment
	HS Music Theory I and Music Theory II	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed HS Music Theory assessment

	Course(s) or Subject(s)	**Option**	**Assessment**
	HS Drawing & Painting 1 HS Drawing & Painting 2 Studio in Art Fashion Design	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Art assessments

	AP Studio Art		
	HS Photo 1 HS Photo 2 HS Photo 3	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Photoshop assessments
	Spanish !R Spanish 2R Spanish 4A College Spanish French2R French 4A College French	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Foreign Language assessments
	Spanish 3R French 3R	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Foreign Language assessments

	Course(s) or Subject(s)	**Option**	**Assessment**
	Journalism - HS Creative Writing - HS	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Island Trees locally developed English Elective assessments
	Career Advantage – HS	○ State Assessment ○	Island Trees locally

	Keyboarding – HS Sports Marketing - HS	○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	developed Career Advantage assessment)
	Robotics Forensics	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed assessments

	Course(s) or Subject(s)	**Option**	**Assessment**
	AP Biology AP Chemistry AP Physics	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Island Trees locally developed AP Science assessments
	AP English Literature	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed AP English Literature assessment
	English 12 College English	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed	Island Trees locally developed English assessments

		○ School/BOCES-wide/group/team results based on State	
	Intermediate Algebra Pre-Calculus AP Calculus College Statistics Essentials Probability and Statistics	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Math assessments

	Course(s) or Subject(s)	Option	Assessment
	Design and Drawing CAD Computer Aided Design Architectural Drawing Principles of Engineering Productions Systems Manufacturing Systems Constructions Systems	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Island Trees locally developed Technology assessments

	Economics Government Conflict in the 20th Century Psychology	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed Social Studies elective assessments
	AP Microeconomics AP Psychology	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed AP assessments
	Independent Living Child Development Gourmet Food and Fitness	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Island Trees locally developed FCS elective assessments

	Course(s) or Subject(s)	**Option**	**Assessment**
	Physical Education K-12	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Island Trees locally developed Physical Education assessments
	HS Health	○ State Assessment ○ State-approved 3rd party assessment ●	Island Trees locally developed HS Health

		● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	assessments
		○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	
		○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	The point values and ranges on the HEDI point scale (from zero to twenty) are determined by SED regulations. HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target".
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.
Effective (9 - 17 points) Results meet District goals for similar students.	Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score.

Developing (3 - 8 points) Results are below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/9 of the difference between the lowest "Effective" score (HEDI score of nine and zero).

Note: The point values and ranges on the HEDI point scale(from zero to 20) are determined by SED regulations.

	HEDI Points	Growth Targets	HEDI scores and Growth Range
Ineffective	0	0%	0% to 7%
	1	8%	8% to 14%
	2	15%	15% to 22%
Developing	3	23%	23% to 29%
	4	30%	30% to 37%
	5	38%	38% to 45%
	6	46%	46% to 52%
	7	53%	53% to 60%
	8	61%	61% to 68%
Effective	9	69%	69% to 70%
	10	71%	71% to 73%
	11	74%	74% to 76%
	12	77%	77% to 79%
	13	**80%**	80% to 82%
	14	83%	83% to 85%
	15	86%	86% to 88%
	16	89%	89% to 90%
	17	91%	91% to 93%
Highly Effective	18	94%	94% to 96%
	19	97%	97% to 98%
	20	100%	99% to 100%

HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the Growth"Target."

Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the Growth Target score.

Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.

Each HEDI point in the "Ineffective" and "Developing" bands represents one ninth of the difference between the lowest "Effective" score (HEDI score of nine (9) and zero (0).

This table cannot be used if the "Percent Mastery Achieved" (LOCAL Target) is less than 40%. It loses

.

HEDI Calculator	Number of students	Growth Targets	Growth Achieved	HEDI score	HEDI Points Awarded
Growth 1	30	90%	92	14	**5.7**
Growth 2	21	65%	70	14	**4.0**
Growth 3	23	80%	78	12	**3.7**
Growth 4					**0.0**
Growth 5					**0.0**
Growth 6					**0.0**
Total	**74**				**13.4**

Calculated values are printed in red.

HEDI Translation Template for Local Scores Counting as 15% of Comp

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the green boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 8 to 13	**11**
Target Percent - as %	**80%**

Note: The point values and ranges on the HEDI point scale(from zero

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range		
Ineffective	0	0%	0%	to	7%
	1	8%	8%	to	15%
	2	16%	16%	to	23%
Developing	3	24%	24%	to	32%
	4	33%	33%	to	40%
	5	41%	41%	to	48%
	6	49%	49%	to	56%
	7	57%	57%	to	64%
Effective	8	65%	65%	to	69%
	9	70%	70%	to	74%
	10	75%	75%	to	79%
	11	80%	80%	to	84%
	12	85%	85%	to	89%
	13	90%	90%	to	94%
Highly Effective	14	95%	95%	to	97%
	15	100%	98%	to	100%

This template translat
HEDI score. Each tran
and the HEDI Anchor

HEDI scores in the "Hi
are defined by the nur
selected and 100%. F
are four equal steps t
"Highly Effective" anc
diference between the

HEDI scores in the "D
defined by the eight s
is diminished by 1/8t

posite

HEDI Calculator

HEDI Calculator	Number of students	LOCAL Target or Percent Mastery Selected	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
LOCAL 1	30	90%	92	14	**5.7**
LOCAL 2	21	65%	70	14	**4.0**
LOCAL 3	23	80%	78	12	**3.7**
LOCAL 4					**0.0**
LOCAL 5					**0.0**
LOCAL 6					**0.0**
Total	**74**				**13.4**

Calculated values are printed in red.

plate translates a percent mastery achieved into a re. Each translation is based on the target required HEDI Anchor Point (from 9 to 17) selected.

res in the "Highly Effective" and "Effective" ranges ied by the number of steps between the Anchor Point and 100%. For example, at Anchor Point 11, there equal steps to 100%. Thus, all steps in the the ffective" and "Effective" ranges represent 1/4 of the e between the Anchor Point and 100%.

ores in the "Developing" and "Ineffective" ranges are by the eight scores (0 to 7) in these ranges. Each step ished by 1/8th of the score cited for HEDI level 9.

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.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Art 7	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed Art 7 assessment
	Art 8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed Art 8 assessment
	Health 7	○ 1) Change in % of student performance level on State	Island Trees locally developed Health 7

		○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	assessment

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Health 8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed Health 8 assessment
	MMS Reading	○ 1) Change in % of student performance level on State	Island Trees locally developed MMS Reading assessment

		○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ● 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	General Music K-4	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed General Music assessment

	Course(s) or Subject(s)	**Locally-Selected Measure from List of Approved Measures**	**Assessment**
	Art K-4	○ 1) Change in % of student performance level on State	Island Trees locally developed Art assessments

		○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	HS Concert Band Symphonic Band	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed band assessments
	HS Chorus and Orchestra	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed	Island Trees locally developed music assessments

		○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Guitar and Roots	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed Guitar assessment
	HS Music Theory I and Music Theory II	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed	Island Trees locally developed Music Theory assessment

		○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	HS Drawing & Painting 1 HS Drawing & Painting 2 Studio in Art Fashion Design AP Studio Art	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed art assessments

	Course(s) or Subject(s)	**Locally-Selected Measure from List of Approved Measures**	**Assessment**
	HS Photo 1 HS Photo 2 HS Photo 3	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○	Island Trees locally developed Photoshop assessments

		○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	Spanish !R Spanish 2R Spanish 4A College Spanish French2R French 4A College French	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed Foreign Language assessments
	Spanish 3R French 3R	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed Foreign Language assessments

	Course(s) or	**Locally-Selected Measure from List of**	**Assessment**

	Subject(s)	Approved Measures	
	Journalism - HS Creative Writing - HS	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed English elective assessments
	Career Advantage – HS Keyboarding – HS Sports Marketing - HS	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed Business assessments

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment

	Robotics Forensics	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed Forensic assessment
	AP Biology AP Chemistry AP Physics	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed AP Science assessments
	AP English Literature	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○	Island Trees locally developed AP Literature assessment

		○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	English 12 College English	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed English assessments
	Intermediate Algebra Pre-Calculus AP Calculus College Statistics	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○	Island Trees locally developed Mathematics assessments

	Essentials Probability and Statistics	○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	Design and Drawing CAD Computer Aided Design Architectural Drawing Principles of Engineering Productions Systems Manufacturing Systems Constructions Systems	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed Technology assessments

	Course(s) or Subject(s)	**Locally-Selected Measure from List of Approved Measures**	**Assessment**
	Economics Government	○ 1) Change in % of student performance level on State ○	Island Trees locally developed Social Studies assessments

	Conflict in the 20th Century Psychology	○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	AP Microeconomics AP Psychology	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed AP assessments
	Independent Living Child Development Gourmet Food and Fitness	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed	Island Trees locally developed Home and Careers elective assessments

		○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Physical Education K-12	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Island Trees locally developed Physical Education assessments
	HS Health	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed	Island Trees locally developed Health assessment

		○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
		○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The point values and ranges on the HEDI point scale (from zero to fifteen) are determined by SED

	regulations. This attached template translates a percent mastery achieved into a HEDI score. Each translation is based on the target required and the HEDI Anchor Point selected. The HEDI Anchor Point is 11. HEDI bands are defined by the midpoint of the "Effective" band (score of 11) established as the LOCAL measure "Target". HEDI scores in the "Highly Effective" and "Effective"

	ranges are defined by the number of steps between the Anchor Point selected and 100%. At Anchor Point 11, there are four equal steps to 100%. Thus, all steps in the "Highly Effective" and "Effective" ranges represent 1/4 of the difference between the Anchor Point and 100%. HEDI scores in the "Developing" and "Ineffective" ranges are defined by the eight scores (0-7) in these ranges.
Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Highly Effective" band

	represents 1/2 of the difference between the highest "Effective" score (HEDI score of 13) and 100%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Effective" band, above the Anchor score of 11, represents 1/4 of the difference between 100% and the LOCAL measure Target score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and "Developing" bands represent 1/8 of the difference between the lowest "Effective" score (HEDI score of eight and zero).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each HEDI point in the "Ineffective" and

	"Developing" bands represent 1/8 of the difference between the lowest "Effective" score (HEDI score of eight and zero).

Note: The point values and ranges on the HEDI point scale(from zero to 20) are determined by SED regulations.

	HEDI Points	LOCAL Target	HEDI scores and LOCAL Target Range
Ineffective	0	0%	0% to 7%
	1	8%	8% to 14%
	2	15%	15% to 22%
Developing	3	23%	23% to 29%
	4	30%	30% to 37%
	5	38%	38% to 45%
	6	46%	46% to 52%
	7	53%	53% to 60%
	8	61%	61% to 68%
Effective	9	69%	69% to 70%
	10	71%	71% to 73%
	11	74%	74% to 76%
	12	77%	77% to 79%
	13	**80%**	80% to 82%
	14	83%	83% to 85%
	15	86%	86% to 88%
	16	89%	89% to 90%
	17	91%	91% to 93%
Highly Effective	18	94%	94% to 96%
	19	97%	97% to 99%
	20	100%	99% to 100%

HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL "Target."

Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the LOCAL Target score.

Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.

Each HEDI point in the "Ineffective" and "Developing" bands represents one ninth of the difference between the lowest "Effective" score (HEDI score of nine (9) and zero (0).

This table cannot be used if the "Percent Mastery Achieved" (LOCAL Target) is less than 40%. It loses

HEDI Calculator	Number of students	LOCAL Target	Local Target Achieved	HEDI score	HEDI Points Awarded
LOCAL 1	30	90%	92	14	**5.7**
LOCAL 2	21	65%	70	14	**4.0**
LOCAL 3	23	80%	78	12	**3.7**
LOCAL 4					**0.0**
LOCAL 5					**0.0**
LOCAL 6					**0.0**
Total	**74**				**13.4**

Calculated values are printed in red.

Island Trees UFSD

ANNUAL EVALUATION REPORT

Teacher:			Assignment:		Status (Circle) TENURE PROB LR PART-TIME	
School:						
Attendance	Sick:	Personal:	Professional:	Jury Duty:	Bereavement:	LWOP:
Attendance Comments (optional):						
Supervisor/Administrator Signature					Date:	
Teacher's Signature (signature indicates receipt of this report)					Date:	

Levels of Performance

Each element of a domain has four levels of performance: ineffective, developing, effective, and highly effective. The levels range from describing teachers who are still striving to master the rudiments of teaching (ineffective) to highly accomplished professionals who are able to share their expertise (highly effective).

Highly Effective:
Teachers at this level are master teachers and make a contribution to the field, both in and out of their school.

Effective:
The teacher clearly understands and successfully implements the concepts underlying the element.

Developing:
The teacher appears to understand and implement the concepts underlying the element. Implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) should enable the teacher to become proficient in this area. This level is minimally competent and improvement is likely with additional effort and/or experience.

Ineffective:
The teacher does not yet appear to understand the concepts underlying the element. Working on the fundamental practices associated with the element should enable the teacher to grow and develop in this area.

A. INSTRUCTIONAL PERFORMANCE	Highly Effective 1.4	Effective 1.2	Developing 1.1	Ineffective 0
1. Demonstrates knowledge of students and student learning	Teacher fully recognizes and responds to the differences in student needs, demonstrates extensive knowledge of students' cognitive, language, social, emotional and physical developmental levels, as well as socio-economic and cultural factors that influence learning, and demonstrates thorough knowledge of current research in learning strategies.	Teacher consistently recognizes and responds to the differences in student needs, demonstrates knowledge of students' cognitive, language, social, emotional and physical developmental levels, as well as socio-economic and cultural factors that influence learning, and demonstrates knowledge of current research in learning strategies.	Teacher generally recognizes and responds to the differences in student needs, demonstrates developing knowledge of students' cognitive, language, social, emotional and physical developmental levels, as well as socio-economic and cultural factors that influence learning, and demonstrates some knowledge of current research in learning strategies.	Teacher fails to recognize or respond to the differences in student needs or developmental levels.
2. Demonstrates knowledge of content and instructional planning	Teacher consistently plans for instructional lessons, including substitute lesson plans, which are always aligned to district/department/ state standards. These plans set challenging but attainable goals for student achievement.	Teacher generally plans for instructional lessons, including substitute lesson plans, which are frequently aligned to district/department/state standards. These plans set high but attainable goals for student achievement.	Teacher sometimes plans for instructional lessons, including substitute lesson plans, which are not fully aligned to district/department/ state standards. These plans set modest goals for student achievement.	Teacher's design of lesson plans is not aligned to district/department/state standards. These plans contain minimal goals for student achievement.
3. Demonstrates effective instructional practice	Teacher presents highly effective lessons to ensure student engagement and student achievement of NYS standards. The lessons maximize time management and reflect highly effective instructional strategies and questioning techniques.	Teacher presents effective lessons to ensure student engagement and student achievement of NYS standards. The lessons reflect good time management and reflect effective instructional strategies and questioning techniques.	Teacher presents lessons that sometimes ensure student engagement and student achievement of NYS standards. The lessons reflect satisfactory time management and minimal instructional strategies and questioning techniques.	Teacher presents ineffective lessons that do not ensure student engagement or achievement of NYS standards. The lessons reflect ineffective instructional strategies.
4. Demonstrates the ability to work with all students to create a dynamic learning environment that supports achievement and growth.	Teacher establishes a safe, dynamic learning environment that includes challenging academic and behavioral expectations. The teacher establishes highly effective routines and procedures that maximize instructional time and provides a physical environment that incorporates accommodations to meet all students' needs.	Teacher establishes a safe, dynamic learning environment that includes high academic and behavioral expectations. The teacher establishes effective routines and procedures that result in minimal loss of instructional time and creates a physical environment that is safe and conducive to learning.	Teacher establishes academic and behavioral expectations that are inconsistently communicated and/or implemented. Teacher's routines and procedures result in occasional loss of instructional time. Teacher creates a physical environment that is safe, but does not necessarily enhance learning.	Teacher does not establish or communicate academic or behavioral expectations. Teacher does not establish routines, which results in a considerable loss of instructional time. Teacher allows physical environment to be unsafe or to interfere with learning.

5. Demonstrates multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.	☐ Teacher develops and uses extensive and varied forms of assessment tools to measure student performance against the NYS standards and Island Trees curriculum. Teacher uses a variety of higher level questioning techniques during lessons. Teacher provides highly specific, timely feedback. Teacher uses assessment results to adjust teaching and pacing.	☐ Teacher develops and uses appropriate forms of assessment tools to measure student performance against the NYS standards and Island Trees curriculum. Teacher uses clearly formulated questions during lessons. Teacher provides specific, timely feedback. Teacher uses assessment results to adjust teaching.	☐ Teacher uses basic assessment tools to measure student performance against the NYS standards and Island Trees curriculum. Teacher asks limited and marginally effective questions and/or occasionally assesses student understanding. Feedback may be inconsistent in quality and timeliness.	☐ Teacher uses limited assessment tools which are inconsistently applied to NYS standards and Island Trees curriculum. Teacher does not ask effective questions or check for understanding during lessons.

B. TEACHER-STUDENT-PARENT RELATIONS	Highly Effective 1.4	Effective 1.2	Developing 1.1	Ineffective 0
1. Develops mutual respect between teacher and students.	☐ Teacher interactions with students are consistently appropriate and respectful, serving as an exemplary model for students.	☐ Teacher interactions with students are consistently appropriate and respectful.	☐ Teacher interactions with students are generally appropriate but may reflect occasional inconsistencies.	☐ Teacher interactions with students are negative and/or inappropriate.
2. Maintains communications with parents concerning students' academic performance and school behavior.	☐ Teacher proactively provides information to parents on all aspects of students' performance. Responses to parental concerns are handled professionally.	☐ Teacher communicates with parents about students' performance on a regular basis and is available as needed to respond to parental concerns.	☐ Teacher provides information to parents as required by district policy. Parental contact is limited.	☐ Teacher provides minimal information to parents and does not effectively respond to parental concerns.
3. Communicates appropriately with supervisor(s) to ensure a positive learning environment.	☐ Teacher effectively anticipates and communicates issues and student concerns to supervisors resulting in a positive learning environment	☐ Teacher effectively communicates with supervisors and makes them aware of student concerns and potential issues.	☐ Teacher has limited communication with supervisors, sometimes resulting in avoidable problems.	☐ Teacher does not communicate with supervisors resulting in avoidable problems.
4. Fosters collaborative relationships with administrators, staff and support personnel.	☐ Teacher assumes a leadership role with colleagues, having a positive impact on professional growth and student learning	☐ Teacher frequently collaborates with colleagues, resulting in a positive impact on professional growth and student learning.	☐ Teacher sometimes collaborates with colleagues to enhance professional growth and student learning.	☐ Teacher does not collaborate with colleagues to enhance professional growth and student learning.
5. Respects confidential information and the privacy of all district stakeholders.	☐ Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality.			☐ Teacher does not demonstrate high standards of honesty, integrity, and confidentiality.

NARRATIVE B (Optional):

C. PROFESSIONAL ATTRIBUTES & RESPONSIBILITIES	Highly Effective 1.4	Effective 1.2	Developing 1.1	Ineffective 0
1. Contributes to achievement of school and district goals.	Teacher volunteers, actively contributes and takes a leadership role in school and district goals.	Teacher volunteers and actively contributes to the achievement of school and district goals.	Teacher participates or contributes, when specifically asked, to the achievement of school and district goals.	Teacher does not participate or contribute to the achievement of school and district goals.
2. Implements and complies with district policies and school regulations.	Teacher takes a leadership role in implementing and complying with district policies and school regulations.	Teacher consistently implements and complies with district policies and school regulations.	Teacher usually implements and complies with district policies and school regulations.	Teacher disregards implementation of, and/or compliance with, publicized district policies and school regulations.
3. Contributes to the positive culture of the school and district by participating in various school and district meetings, activities and functions.	Teacher actively participates in school events and/or committees, making positive contributions by assuming leadership roles. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.	Teacher actively participates in school events and/or committees in addition to those required. Teacher maintains an open mind and participates in team or departmental decision making.	Teacher participates in required school events and/or committees. Teacher's decisions are based on limited though genuinely professional considerations.	Teacher does not always participate in required school events and/or committees. Teacher makes decisions based on self-serving interests.
4. Participates in professional development activities and keeps current in areas of knowledge pertinent to professional practice.	Teacher participates in professional development activities designed to improve content knowledge or pedagogical skills beyond what is required. Teacher applies current professional practices in the classroom.	Teacher participates in professional development activities designed to improve content knowledge or pedagogical skills as required.	Teacher participates in some professional development activities as required to improve content knowledge or pedagogical skills.	Teacher does not participate in professional development activities to improve content knowledge and pedagogical skills.
5. Accepts constructive criticism and considers advice and suggestions from others.	Teacher accepts constructive criticism, seeking advice and support in making effective and positive changes in performance.	Teacher accepts constructive criticism, making an effort to implement the suggestions to improve.	Teacher accepts some constructive criticism, making minimal effort to implement the suggestions to improve.	Teacher disregards constructive criticism and/or advice and makes no effort to implement the suggestions to improve.
6. Demonstrates professionalism in advocacy and service to students.	Teacher is highly proactive in serving students, seeking out resources when necessary. Teacher makes a particular effort to promote tolerance and acceptance and helps ensure that all students, particularly those traditionally underserved, are recognized in the school.	Teacher is moderately active in serving students. Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher's attempts to serve students are inconsistent. Teacher does not knowingly contribute to some students being ill served by the school.	Teacher is not alert to students' needs. Teacher contributes to school practices that result in some students being ill served by the school.

7. Maintains records and submits reports as required.	☐ Teacher's system for maintaining records is effective and accurate. Reports are accurate, complete, and submitted in a timely manner.	☐ Teacher's system for maintaining records is effective. Reports are complete and submitted in a timely manner.	☐ Teacher's system for maintaining records is adequate but requires review to avoid errors. Reports are incomplete and/or sometimes late.	☐ Teacher's system for maintaining records lacks organization, resulting in errors and/or confusion. Reports are incomplete and/or frequently late.
8. Uses appropriate and clear language in written and oral form.	☐ Teacher language in written and oral form is clear and appropriate. Words are well-chosen to avert possible misunderstanding.	☐ Teacher language in written and oral form is consistently clear and appropriate.	☐ Teacher language in written and oral form is usually clear and appropriate.	☐ Teacher language in written and oral form is not clear and/or appropriate.
9. Maintains personal punctuality.	☐ Teacher demonstrates exemplary punctuality in attending meetings, building assignments and all other contractual obligations.	☐ Teacher is consistently punctual for meetings, building assignments and all other contractual obligations.	☐ Teacher is occasionally late for meetings, building assignments and other contractual obligations.	☐ Teacher is frequently late for meetings, building assignments and other contractual obligations.
10. Demonstrates responsibility for building assignments.	☐ Teacher demonstrates proactive performance in execution of building assignments.	☐ Teacher demonstrates an active role in performing building assignments.	☐ Teacher is occasionally remiss in performance of building assignments.	☐ Teacher is frequently remiss in performance of building assignments.
NARRATIVE C (Optional):				

SUMMARY OF OVERALL PERFORMANCE

RECOMMENDATION TO THE SUPERINTENDENT FOR REEMPLOYMENT

DIRECTIONS The information below to be completed for non-tenured employees only.

_____ Recommended for continued employment

_____ Not recommended for continued employment

Island Trees Union Free School District
Levittown, New York 11756

CLASSROOM OBSERVATION REPORT - ANNOUNCED

Teacher:			School/Grade:	
Observation Date:			Beginning/Ending Time:	
Subject/Period/Room:				
Total number of students . . .	present:	on roster:		
If provided by teacher, number of students . . .	with IEPs:	with 504 plans:	designated LEP:	
Observer/Title:				

Levels of Performance

The three domains of an effective lesson are Instructional Performance, Student/Teacher Interactions, and Classroom Environment. Each domain contains specific elements that will be rated as: Highly Effective, Effective, Developing or Ineffective. They are defined by New York State Education Department as follows:

Highly Effective: teacher performing at a higher level than expected based on criteria
Effective: teacher performing at expected level based on criteria
Developing: teacher not performing at expected level based on criteria
Ineffective: teacher performance is unacceptable based on criteria

A. Instructional Performance

1. Planning and Preparation	Highly Effective 1.0	Effective .9	Developing .8	Ineffective 0
a) Lesson plan demonstrates knowledge of subject matter and curriculum.	Teacher displays extensive knowledge of the important concepts in the discipline.	Teacher displays concrete knowledge of the important concepts in the discipline.	Teacher displays a general familiarity with the important concepts in the discipline.	Teacher displays a lack of knowledge with the important concepts in the discipline.
b) Lesson plan is at the appropriate developmental level of learners, responsive to diverse learning needs, and sets challenging yet attainable expectations for student achievement.	Lesson reflects exemplary planning for the appropriate developmental level of learners responsive to diverse learning needs, and sets challenging yet attainable expectations for student achievement.	Lesson reflects sound planning for the appropriate developmental level of learners responsive to diverse learning needs, and sets challenging yet attainable expectations for student achievement.	Lesson reflects adequate planning for the appropriate developmental level of learners responsive to diverse learning needs, and sets appropriate expectations for student achievement.	Lesson does not reflect planning for the appropriate developmental level of learners, is not responsive to diverse learning needs, and does not set challenging or attainable expectations for student achievement.
c) Lesson plan establishes lesson and unit objectives and is aligned with district/departmental goals and New York State Standards.	The objectives in the lesson plan are clearly aligned with district/departmental goals and NYS standards.	The objectives in the lesson plan are mostly aligned with district/departmental goals and NYS standards.	The objectives in the lesson plan are partially aligned with district/departmental goals and NYS standards.	The objectives in the lesson plan are not aligned with district/departmental goals and NYS standards.
d) Lesson plan has clearly defined structure and reflects appropriate pacing for the allotted time.	The lesson's structure is clear, the progression of activities is highly coherent and reflects exemplary time management.	The lesson has a clearly defined structure and time management is appropriate.	The lesson has a recognizable structure, although time management lacks consistency.	The lesson has no clearly defined structure and time management allocations are unrealistic.
e) Lesson plan reflects use of materials that are aligned with the objectives of the lesson.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	Many of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.
f) Lesson plan includes strategies designed to engage students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level thinking.	Most of the learning activities are suitable and engaging to students or to the instructional outcomes. Most represent significant higher level thinking.	Some of the learning activities are suitable and engaging to the students or to the instructional outcomes. Some learning activities represent significant higher level thinking.	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.
Sub-Total				

Narrative A1 (Optional):

2. Instruction	Highly Effective 1.0	Effective .9	Developing .8	Ineffective 0
a) Teacher achieves lesson and unit objectives.	Teacher's lesson effectively achieves the objectives. This may include opportunities for enrichment, reinforcement and links to future study. □	Teacher's lesson effectively achieves the objectives. □	Teacher's lesson adequately achieves the objective. □	Teacher's lesson did not achieve the objectives. □
b) Teacher utilizes appropriate methods, activities, and materials that are aligned with the objectives of the lesson.	Teacher chooses methods, and materials that are aligned with the objectives of the lesson and are appropriate to the students. The instructional materials and strategies maximize the opportunity for differentiated learning and interdisciplinary experiences and provides for high levels of student engagement. □	Teacher chooses methods, activities, and materials that are aligned with the objectives of the lesson and are appropriate to the students. The instructional materials and strategies allow for a differentiated learning experience for individuals or groups of students. □	Teacher chooses a limited number of activities, materials or methods that are appropriate to the students. □	Teacher chooses methods, activities, or materials that are unrelated to the goals of the lesson and are not appropriate to the students. □
c) Teacher delivers instruction that fosters student involvement, teacher/student interaction, and student engagement in learning.	Teacher productively engages students at all times. There is strong and consistent evidence of student involvement. □	Teacher organizes and manages student tasks so that most students are engaged. There is frequent evidence of student involvement. □	Teacher partially organizes student task, resulting in some off-task behavior. There is limited evidence of student involvement. □	Teacher does not productively engage the students in learning. There is no evidence of student involvement. □
d) Teacher adjusts the pace of instruction, focus of instruction, and method of delivery based on student progress.	Teacher's lesson structure is highly coherent, allowing for reflection and closure as appropriate. Pacing, focus, and delivery of the lesson are appropriate for all students with students consistently engaged. □	Teacher's lesson has a clearly defined structure around which the activities are organized. Pacing, focus, and delivery of the lesson are consistent and reasonable with students frequently engaged. □	Teacher's lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing, focus, and delivery are inconsistent, with some off-task time. □	Teacher's lesson has no clearly defined structure, the pacing, focus, and delivery of the lesson are too slow or rushed. Students are constantly off-task with much time wasted. □
e) Teacher clearly and accurately communicates instructional content and procedures.	Teacher clearly and accurately communicates detailed instructional content resulting in successful instruction, to avert possible misunderstanding. □	Teacher clearly and accurately communicates instructional content and procedures, resulting in effective instruction. □	Teacher communicates instructional content and procedures, yet the presentation is unclear. □	Teacher does not communicate instructional content or procures clearly and/or accurately. □
f) Teacher's questions are formulated clearly and are used to assess understanding during the lesson.	Teacher's questions are formulated to assess understanding at a variety of hierarchical levels of thinking during the lesson. There is evidence that the teacher uses student responses to adjust teaching and pacing. □	Teacher's questions are formulated clearly and are used to assess understanding during the lesson. There is evidence that the teacher uses student responses to adjust teaching. □	Teacher asks questions and/or assesses understanding. □	Teacher does not ask questions or check for understanding during lesson. □

g) Teacher provides feedback that is timely and specific.	The feedback is highly specific and very timely. There is evidence that students are using feedback to learn.	The feedback is specific and timely.	Feedback may be inconsistent in quality and timeliness.	Teacher does not provide feedback to students.
h) Teacher uses assessment strategies to measure student understanding of the lesson objective(s).	Teacher develops and uses extensive and varied forms of assessment to measure student performance relevant to content curriculum and NYS Standards. Assessments are clearly communicated to students and assessment results are consistently used to adjust instruction.	Teacher develops and uses appropriate assessment tools to measure student performance relevant to content curriculum and NYS Standards. Assessments are clearly communicated to students and instruction is adjusted based on assessment results.	Teacher uses appropriate assessment tools consistently applied to content curriculum and NYS Standards but not clearly communicated to students.	Teacher uses limited assessment tools which are inconsistently applied to context curriculum and/or not relevant to NYS Standards.
Sub-Total				
Narrative A2 (Optional):				

B. Teacher/Student Interactions

1. Classroom Management	Highly Effective 1.0	Effective .9	Developing .8	Ineffective 0
a) Teacher establishes classroom procedures, including transitions and accomplishments of non-instructional tasks.	Group work is highly organized, and students are productively engaged at all times. Transitions and routines for handling materials and supplies are seamless. Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.	Group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. Transitions and routines for handling materials and supplies occur smoothly. Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Students in only some groups are productively engaged in learning while unsupervised by the teacher. Only some transitions are efficient. Routines for handling materials and supplies function moderately well. Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Students not working with the teacher are not productively engaged in learning. Transitions are chaotic, with much time lost between activities or lesson segments. Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. Considerable instructional time is lost in performing non-instructional duties.

b) There is evidence of established, communicated, and implemented behavioral expectations and requirements.	Standards of conduct are clear to all students. Monitoring by teacher is subtle and preventive. Students monitor their own behavior. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Standards of conduct appear to have been established, and most students seem to understand them. Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student misbehavior but with uneven result, or there are not major infractions of the rules.	No standard of conduct appears to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not effectively respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.
Sub-Total				
Narrative B1 (Optional):				

2. Interpersonal Skills	**Highly Effective 1.0**	**Effective .9**	**Developing .8**	**Ineffective 0**
a) Interactions foster an environment of respect in the classroom. Teacher responds to students' comments and/or concerns in an appropriate manner.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.
	Instructional outcomes, activities and assignments,		Instructional outcomes,	Instructional outcomes,

b) Teacher establishes expectations for learning and achievement.	and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	activities and assignments, and classrooms interactions convey low expectations for at least some students.
c) Teacher establishes a culture for learning where content is important and students show pride in their work.	Teacher creates an environment in which students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. They demonstrate attention to detail and take obvious pride in their work.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. Students minimally accept the responsibility to do good work but invest little of their energy into it quality.	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.
Sub-Total				
Narrative B2 (Optional):				

C. Classroom Environment

Physical Setting	**Highly Effective 1.0**	**Effective .9**	**Developing .8**	**Ineffective 0**
a) The classroom environment is safe and conducive to learning.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. Both teacher and students use physical resources easily and skillfully, and students adjust the environment to advance their learning, as appropriate.	The classroom is safe, and learning is equally accessible to all students. Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and at least essential learning is accessible to most students. Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	The classroom is unsafe, or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.
Sub-Total				
Narrative C (Optional):				

Total score:____/ 20 points

SUMMARY

The Island Trees Union Free School District offers supervisory services to the teaching staff under the premise that effective instruction requires a high level of cooperation and understanding between supervisor and teacher.

The formal observation report is intended to be used as a tool toward excellence in teaching. It shall include a critique of the lesson observed and, where necessary, suggestions for the improvement of instruction. After the observation has been completed, the report becomes a part of the teacher's personnel file.

Observer's Signature _____ Date_____

Teacher's Signature _____ Date_____

Principal's Signature _____ Date_____

Supervisor's Signature _____ Date_____

Island Trees Union Free School District
Levittown, New York 11756

CLASSROOM OBSERVATION REPORT - UNANNOUNCED

Teacher:		School/Grade:	
Observation Date:		Beginning/Ending Time:	
Subject/Period/Room:			
Total number of students . . .	present:	on roster:	
If provided by teacher, number of students . . .	with IEPs:	with 504 plans:	designated LEP:
Observer/Title:			

Levels of Performance

The three domains of an effective lesson are Instructional Performance, Student/Teacher Interactions, and Classroom Environment. Each domain contains specific elements that will be rated as: Highly Effective, Effective, Developing or Ineffective. They are defined by New York State Education Department as follows:

Highly Effective: teacher performing at a higher level than expected based on criteria
Effective: teacher performing at expected level based on criteria
Developing: teacher not performing at expected level based on criteria
Ineffective: teacher performance is unacceptable based on criteria

A. Instructional Performance

1. Instruction	Highly Effective 1.0	Effective .9	Developing .8	Ineffective 0
a) Teacher achieves lesson and unit objectives.	Teacher's lesson effectively achieves the objectives. This may include opportunities for enrichment, reinforcement and links to future study.	Teacher's lesson effectively achieves the objectives.	Teacher's lesson adequately achieves the objective.	Teacher's lesson did not achieve the objectives.
b) Teacher utilizes appropriate methods, activities, and materials that are aligned with the objectives of the lesson.	Teacher chooses methods, and materials that are aligned with the objectives of the lesson and are appropriate to the students. The instructional materials and strategies maximize the opportunity for differentiated learning and interdisciplinary experiences and provides for high levels of student engagement.	Teacher chooses methods, activities, and materials that are aligned with the objectives of the lesson and are appropriate to the students. The instructional materials and strategies allow for a differentiated learning experience for individuals or groups of students.	Teacher chooses a limited number of activities, materials or methods that are appropriate to the students.	Teacher chooses methods, activities, or materials that are unrelated to the goals of the lesson and are not appropriate to the students.
c) Teacher delivers instruction that fosters student involvement, teacher/student interaction, and student engagement in learning.	Teacher productively engages students at all times. There is strong and consistent evidence of student involvement.	Teacher organizes and manages student tasks so that most students are engaged. There is frequent evidence of student involvement.	Teacher partially organizes student task, resulting in some off-task behavior. There is limited evidence of student involvement.	Teacher does not productively engage the students in learning. There is no evidence of student involvement.
d) Teacher adjusts the pace of instruction, focus of instruction, and method of delivery based on student progress.	Teacher's lesson structure is highly coherent, allowing for reflection and closure as appropriate. Pacing, focus, and delivery of the lesson are appropriate for all students with students consistently engaged.	Teacher's lesson has a clearly defined structure around which the activities are organized. Pacing, focus, and delivery of the lesson are consistent and reasonable with students frequently engaged.	Teacher's lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing, focus, and delivery are inconsistent, with some off-task time.	Teacher's lesson has no clearly defined structure, the pacing, focus, and delivery of the lesson are too slow or rushed. Students are constantly off-task with much time wasted.
e) Teacher clearly and accurately communicates instructional content and procedures.	Teacher clearly and accurately communicates detailed instructional content resulting in successful instruction, to avert possible misunderstanding.	Teacher clearly and accurately communicates instructional content and procedures, resulting in effective instruction.	Teacher communicates instructional content and procedures, yet the presentation is unclear.	Teacher does not communicate instructional content or procures clearly and/or accurately.
f) Teacher's questions are formulated clearly and are used to assess understanding during the lesson.	Teacher's questions are formulated to assess understanding at a variety of hierarchical levels of thinking during the lesson. There is evidence that the teacher uses student responses to adjust teaching and pacing.	Teacher's questions are formulated clearly and are used to assess understanding during the lesson. There is evidence that the teacher uses student responses to adjust teaching.	Teacher asks questions and/or assesses understanding.	Teacher does not ask questions or check for understanding during lesson.

g) Teacher provides feedback that is timely and specific.	The feedback is highly specific and very timely. There is evidence that students are using feedback to learn.	The feedback is specific and timely.	Feedback may be inconsistent in quality and timeliness.	Teacher does not provide feedback to students.
h) Teacher uses assessment strategies to measure student understanding of the lesson objective(s).	Teacher develops and uses extensive and varied forms of assessment to measure student performance relevant to content curriculum and NYS Standards. Assessments are clearly communicated to students and assessment results are consistently used to adjust instruction.	Teacher develops and uses appropriate assessment tools to measure student performance relevant to content curriculum and NYS Standards. Assessments are clearly communicated to students and instruction is adjusted based on assessment results.	Teacher uses appropriate assessment tools consistently applied to content curriculum and NYS Standards but not clearly communicated to students.	Teacher uses limited assessment tools which are inconsistently applied to context curriculum and/or not relevant to NYS Standards.
Sub-Total				

Narrative A2 (Optional):

B. Teacher/Student Interactions

1. Classroom Management	Highly Effective 1.0	Effective .9	Developing .8	Ineffective 0
a) Teacher establishes classroom procedures, including transitions and accomplishments of non-instructional tasks. There is evidence of established, communicated, and implemented behavioral expectations and requirements.	Group work is highly organized, and students are productively engaged at all times. Transitions and routines for handling materials and supplies are seamless. Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. Standards of conduct are clear to all students. Monitoring by teacher is subtle and preventive. Students monitor their own behavior. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. Transitions and routines for handling materials and supplies occur smoothly. Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Students in only some groups are productively engaged in learning while unsupervised by the teacher. Only some transitions are efficient. Routines for handling materials and supplies function moderately well. Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time. Standards of conduct appear to have been established, and most students seem to understand them. Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student misbehavior but with uneven result, or there are not major infractions of the rules.	Students not working with the teacher are not productively engaged in learning. Transitions are chaotic, with much time lost between activities or lesson segments. Materials and supplies are handled inefficiently. Considerable instructional time is lost in performing non-instructional duties. No standard of conduct appears to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not effectively respond to misbehavior, or the response is

				inconsistent, is overly repressive, or does not respect the student's dignity.
Sub-Total				

Narrative B1 (Optional):

2. Interpersonal Skills	**Highly Effective 1.0**	**Effective .9**	**Developing .8**	**Ineffective 0**
a) Interactions foster an environment of respect in the classroom. Teacher responds to students' comments and/or concerns in an appropriate manner.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher. Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.
b) Teacher establishes expectations for learning and achievement. Teacher establishes a culture for learning where content is important and students show pride in their work.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Teacher creates an environment in which students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. They demonstrate attention to detail and take obvious pride in their work.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. Students minimally accept the responsibility to do good work but invest little of their energy into it quality	Instructional outcomes, activities and assignments, and classrooms interactions convey low expectations for at least some students. Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work
Sub-Total				

Narrative B2 (Optional):

C. Classroom Environment

Physical Setting	Highly Effective 1.0	Effective .9	Developing .8	Ineffective 0
a) The classroom environment is safe and conducive to learning.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. Both teacher and students use physical resources easily and skillfully, and students adjust the environment to advance their learning, as appropriate.	The classroom is safe, and learning is equally accessible to all students. Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and at least essential learning is accessible to most students. Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	The classroom is unsafe, or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.
Sub-Total				

Narrative C (Optional):

Total score:____/ 12 points

SUMMARY

The Island Trees Union Free School District offers supervisory services to the teaching staff under the premise that effective instruction requires a high level of cooperation and understanding between supervisor and teacher.

The formal observation report is intended to be used as a tool toward excellence in teaching. It shall include a critique of the lesson observed and, where necessary, suggestions for the improvement of instruction. After the observation has been completed, the report becomes a part of the teacher's personnel file.

Observer's Signature _____ Date_____

Teacher's Signature _____ Date_____

Principal's Signature _____ Date_____

Supervisor's Signature _____ Date_____

Note: The point values and ranges on the HEDI point scale(from zero to 20) are determined by SED regulations.

	HEDI Points	Growth Targets	HEDI scores and Growth Range
Ineffective	0	0%	0% to 7%
	1	8%	8% to 14%
	2	15%	15% to 22%
Developing	3	23%	23% to 29%
	4	30%	30% to 37%
	5	38%	38% to 45%
	6	46%	46% to 52%
	7	53%	53% to 60%
	8	61%	61% to 68%
Effective	9	69%	69% to 70%
	10	71%	71% to 73%
	11	74%	74% to 76%
	12	77%	77% to 79%
	13	**80%**	80% to 82%
	14	83%	83% to 85%
	15	86%	86% to 88%
	16	89%	89% to 90%
	17	91%	91% to 93%
Highly Effective	18	94%	94% to 96%
	19	97%	97% to 98%
	20	100%	99% to 100%

HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO Growth"Target."

Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Growth Target score.

Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.

Each HEDI point in the "Ineffective" and "Developing" bands represents one ninth of the difference between the lowest "Effective" score (HEDI score of nine (9) and zero (0).

HEDI Calculator	Number of students	Growth Targets	Growth Achieved	HEDI score	HEDI Points Awarded
SLO 1	30	90%	92	14	**5.7**
SLO 2	21	65%	70	14	**4.0**
SLO 3	23	80%	78	12	**3.7**
SLO 4					**0.0**
SLO 5					**0.0**
SLO 6					**0.0**
Total	**74**				**13.4**

Calculated values are printed in red.

HEDI Translation Template for Local Scores Counting as 15% of Comp

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the green boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 8 to 13	**11**
Target Percent - as %	**80%**

Note: The point values and ranges on the HEDI point scale(from zero

	HEDI Points	Percent Mastery Achieved	HEDI scores and Mastery Range		
Ineffective	0	0%	0%	to	7%
	1	8%	8%	to	15%
	2	16%	16%	to	23%
Developing	3	24%	24%	to	32%
	4	33%	33%	to	40%
	5	41%	41%	to	48%
	6	49%	49%	to	56%
	7	57%	57%	to	64%
Effective	8	65%	65%	to	69%
	9	70%	70%	to	74%
	10	75%	75%	to	79%
	11	80%	80%	to	84%
	12	85%	85%	to	89%
	13	90%	90%	to	94%
Highly Effective	14	95%	95%	to	97%
	15	100%	98%	to	100%

This template translat
HEDI score. Each tran
and the HEDI Anchor

HEDI scores in the "Hi
are defined by the nur
selected and 100%. F
are four equal steps t
"Highly Effective" anc
diference between the

HEDI scores in the "D
defined by the eight s
is diminished by 1/8t

posite

HEDI Calculator

HEDI Calculator	Number of students	LOCAL Target or Percent Mastery Selected	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
LOCAL 1	30	90%	92	14	**5.7**
LOCAL 2	21	65%	70	14	**4.0**
LOCAL 3	23	80%	78	12	**3.7**
LOCAL 4					**0.0**
LOCAL 5					**0.0**
LOCAL 6					**0.0**
Total	**74**				**13.4**

Calculated values are printed in red.

plate translates a percent mastery achieved into a re. Each translation is based on the target required HEDI Anchor Point (from 9 to 17) selected.

res in the "Highly Effective" and "Effective" ranges ied by the number of steps between the Anchor Point and 100%. For example, at Anchor Point 11, there equal steps to 100%. Thus, all steps in the the ffective" and "Effective" ranges represent 1/4 of the e between the Anchor Point and 100%.

ores in the "Developing" and "Ineffective" ranges are by the eight scores (0 to 7) in these ranges. Each step ished by 1/8th of the score cited for HEDI level 9.

Note: The point values and ranges on the HEDI point scale(from zero to 20) are determined by SED regulations.

	HEDI Points	LOCAL Target or Percent Mastery Achieved	HEDI scores and Mastery Range
Ineffective	0	0%	0% to 7%
	1	8%	8% to 14%
	2	15%	15% to 22%
Developing	3	23%	23% to 29%
	4	30%	30% to 37%
	5	38%	38% to 45%
	6	46%	46% to 52%
	7	53%	53% to 60%
	8	61%	61% to 68%
Effective	9	69%	69% to 70%
	10	71%	71% to 73%
	11	74%	74% to 76%
	12	77%	77% to 79%
	13	**80%**	80% to 82%
	14	83%	83% to 85%
	15	86%	86% to 88%
	16	89%	89% to 90%
	17	91%	91% to 93%
Highly Effective	18	94%	94% to 96%
	19	97%	97% to 98%
	20	100%	99% to 100%

HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the LOCAL "Target."

Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the LOCAL Target score.

Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.

Each HEDI point in the "Ineffective" and "Developing" bands represents one ninth of the difference between the lowest "Effective" score (HEDI score of nine (9) and zero (0).

*Mastery is defined as the percent of achievement required in the "Target" section of an SI a LOCAL.

HEDI Calculator	Number of students	LOCAL Target or Percent Mastery Selected	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
LOCAL 1	30	90%	92	14	**5.7**
LOCAL 2	21	65%	70	14	**4.0**
LOCAL 3	23	80%	78	12	**3.7**
LOCAL 4					**0.0**
LOCAL 5					**0.0**
LOCAL 6					**0.0**
Total	**74**				**13.4**

Calculated values are printed in red.

Island Trees Union Free School District
Teacher Improvement Plan (TIP)

Name_____ Tenure_____ Non-Tenure_____

School_____ School Year_____

Grade/Department_____ Principal_____

1. Areas in need of improvement:

2. Expectations to demonstrate improvement:

3. Recommended resources and activities to help the teacher's performance improve:

4. Assessment of the evidence to determine if expected improvement occurred:

5. Timeline to demonstrate improvement:

Teacher_____ Date_____

Principal_____ Date_____

Union Representative_____ Date_____

Island Trees Teacher Improvement Plan

The Island Trees APPR plan incorporates the mandate for "Teacher Improvement Plan" (TIP) for teachers who have not met the standards for effectiveness. As a result, any teacher who receives a final composite effectiveness rating of "developing" or "ineffective" on the 100 point performance review scale will be placed on a TIP. The TIP will be developed in accordance to the State Education guidelines for instructional improvement.

The purpose of a Teacher Improvement Plan (TIP) is to improve a teacher's performance, which has been identified as "developing" or "ineffective" at any time during the school year. The TIP plan will clearly describe the professional learning activities that the teachers in need of improvement must complete. These activities will be connected directly to the area of concern. The TIP should be viewed as a helpful professional conversation, identifying solutions to areas of concern and resources that will help the teacher, rather than as a disciplinary tool.

Any teacher, tenured or non-tenured, shall require a TIP when the teacher's performance is evaluated as "developing" or "ineffective". (Section 100.2(o)(b)(4) Regulations of the Commissioner of Education)

TIPs are to be developed in consultation with the teacher, the evaluating administrators and the appropriate department chairperson, if applicable. If the teacher requests union representation at the TIP meeting, then such a representative must also be present.

A written TIP developed as specified above shall contain:

- Identification of the specific areas in need of improvement.
- Identification of specific ways to demonstrate improvement and an agreement on how long it should take to affect improvement.
- Identification of support, resources, and suggested services, which may include, but are not limited to, the following forms: mentors, observation of colleague(s), conferences, in service coursework, and/or workshops, model lesson(s) by school personnel or consultants, support materials, and self-reflection of audio or video lessons (oral or journal form). The following may be utilized, among other resources: teacher centers, BOCES, institutions of higher education, personal counselors, employee assistance programs, and medical referrals.
- Identification of the procedures for measuring improvement, the level of improvement needed and the subsequent adjustment or termination of the TIP.

The teacher may request union representation at any point during the TIP process.

The TIP must be developed locally through negotiations and implementation must begin no later than 10 school days from the opening of classes in the school year following the school year for which such teacher's performance is being measured.

Copies of the TIP signed by the teacher and administrator will be supplied to the teacher and to the district personnel office. The original will be placed on file in the office of the building principal.

Island Trees Union Free School District
Principal Improvement Plan (PIP)

Name_____ Tenure_____ Non-Tenure_____

School_____ School Year_____

1. Areas in need of improvement:

2. Expectations to demonstrate improvement:

3. Recommended resources and activities to help the principal's performance improve:

4. Assessment of the evidence to determine if expected improvement occurred:

5. Timeline to demonstrate improvement:

Principal_____ Date_____

Union Representative_____ Date_____

Superintendent_____ Date_____

Principal Improvement Plan

The Island Trees APPR plan incorporates the mandate for a "Principal Improvement Plan" (PIP) for principals who have not met the standards for effectiveness. The PIP will be developed in accordance with State Education guidelines.

The purpose of a Principal Improvement Plan (PIP) is to improve a principal's performance, which has been identified as "developing" or "ineffective" at any time during the school year. The PIP plan will clearly describe the professional learning activities that the principal in need of improvement must complete. These activities will be connected directly to the area of concern. The PIP should be viewed as a helpful professional conversation, identifying solutions to areas of concern and resources that will help the principal, rather than as a disciplinary tool.

Any principal, tenured or non-tenured, shall require a PIP when the principal's performance is evaluated as "developing" or "ineffective". (Section 100.2(o)(b)(4) Regulations of the Commissioner of Education)

PIPs are to be developed in consultation with the principal and the evaluating administrator. If the principal requests union representation at the PIP meeting, then such a representative must also be present.

A written PIP developed as specified above shall contain:

- Identification of the specific areas in need of improvement.
- Identification of specific ways to demonstrate improvement and an agreement on how long it should take to affect improvement.
- Identification of support, resources, and suggested services, which may include, but are not limited to, the following forms: mentors, observation of colleague(s), conferences, workshops and support materials. The following may be utilized, among other resources: BOCES, institutions of higher education, personal counselors, employee assistance programs, and medical referrals.
- Identification of the procedures for measuring improvement, the level of improvement needed and the subsequent adjustment or termination of the PIP.

The principal may request union representation at any point during the PIP process.

Copies of the PIP signed by the principal and administrator will be supplied to the principal and to the district personnel office. The original will be placed on file in the office of the Superintendent.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

9/11/12

Teachers Union President Signature: Date: 9/11/12

Administrative Union President Signature: Date:

9/11/12

Board of Education President Signature: Date:

9/11/12