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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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December 17, 2012

Richard Nathan, Superintendent
Lindenhurst Union Free School District
McKenna Administration Building
350 Daniel Street
Lindenhurst, NY 11757

Dear Superintendent Nathan:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Thomas Rogers

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012
Updated Monday, December 10, 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 : 580104030000

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

580104030000

1.2) School District Name: LINDENHURST UFSD

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

Lindenhurst 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.

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, May 07, 2012
Updated Monday, December 10, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Lindenhurst-developed grade K ELA assessment
1	District, regional, or BOCES-developed assessment	Lindenhurst-developed grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Lindenhurst-developed grade 2 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.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gain across SLOs, including special populations. Expectations described in SLOs are well above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant student learning gain across SLOs, including special populations. Expectations described in SLOs meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations described in SLOs are nearly met. The teacher demonstrated a positive impact on student learning, but the overall results are below District expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

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	Lindenhurst-developed grade k math assessment
1	District, regional, or BOCES-developed assessment	Lindenhurst-developed grade 1 math assessment
2	District, regional, or BOCES-developed assessment	Lindenhurst-developed grade 2 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.

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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations..

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Lindenhurst-developed grade 6 science assessment
7	District, regional or BOCES-developed assessment	Lindenhurst-developed grade 7 science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Lindenhurst-developed grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	Lindenhurst-developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Lindenhurst-developed grade 8 social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

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	Lindenhurst-developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

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.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

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.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
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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	Lindenhurst-developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Lindenhurst-developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	English Regents exam

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	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other teachers not name above	District, Regional or BOCES-developed	Lindenhurst-developed grade/subject specific 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.	Growth targets will be set collaboratively by the teacher(s) and the appropriate administrator (department coordinator or principal) after they review relevant student baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

	HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little or no student learning gain across SLOs. Expectations described in SLOs are not met. Results are well-below District expectations.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/125943-TXEtxx9bQW/2.11 HEDI CHART.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.

We are not using any 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)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 4 writing assessment
5	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 5 writing assessment

6	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 6 writing assessment
7	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 7 writing assessment
8	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 8 writing assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For grades 4 and 5, HEDI points are awarded to teachers based on the percent of students showing one year's growth between a pre-test and a summative writing assessment. See table 3.3. For grades 6-8, students were given a pretest to establish baselines. Using baseline data, teachers will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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	6(ii) School wide measure computed locally	Lindenhurst-developed grade 4 writing assessment
5	6(ii) School wide measure computed locally	Lindenhurst-developed grade 5 writing assessment
6	6(ii) School wide measure computed locally	Lindenhurst-developed grade 6 writing assessment

7	6(ii) School wide measure computed locally	Lindenhurst-developed grade 7 writing assessment
8	6(ii) School wide measure computed locally	Lindenhurst-developed grade 8 writing assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For grades 4 and 5, HEDI points are awarded to teachers based on the percent of students showing one year's growth between a pre-test and a summative writing assessment. See table 3.3. For grades 6-8, students were given a pretest to establish baselines. Using baseline data, teachers will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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/5139/125946-rhJdBgDruP/3.3 HEDI CHART - VALUE ADDED (15 PTS).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	6(ii) School-wide measure computed locally	Lindenhurst-developed grade k writing assessment
1	6(ii) School-wide measure computed locally	Lindenhurst-developed grade 1 writing assessment
2	6(ii) School-wide measure computed locally	Lindenhurst-developed grade 2 writing assessment
3	6(ii) School-wide measure computed locally	Lindenhurst-developed grade 3 writing assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-3, HEDI points are awarded to teachers based on the percent of students showing one year's growth between a pre-test and a summative writing assessment. See table 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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	6(ii) School-wide measure computed locally	Lindenhurst-developed grade k writing assessment
1	6(ii) School-wide measure computed locally	Lindenhurst-developed grade 1 writing assessment
2	6(ii) School-wide measure computed locally	Lindenhurst-developed grade 2 writing assessment
3	6(ii) School-wide measure computed locally	Lindenhurst-developed grade 3 writing assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-3, HEDI points are awarded to teachers based on the percent of students showing one year's growth between a pre-test and a summative writing assessment. See table 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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	6(ii) School wide measure computed locally	Lindenhurst-developed grade 6 writing assessment
7	6(ii) School wide measure computed locally	Lindenhurst-developed grade 7 writing assessment
8	6(ii) School wide measure computed locally	Lindenhurst-developed grade 8 writing 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.	For grades 6-8, students were given a pretest to establish baselines. Using baseline data, teachers will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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	6(ii) School wide measure computed locally	Lindenhurst-developed grade 6 writing assessment
7	6(ii) School wide measure computed locally	Lindenhurst-developed grade 7 writing assessment
8	6(ii) School wide measure computed locally	Lindenhurst-developed grade 8 writing 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.	For grades 6-8, students were given a pretest to establish baselines. Using baseline data, teachers will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing assessment
Global 2	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing assessment
American History	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing 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.	For grades 9-12, students were given a pretest to establish baselines. Using baseline data, teachers will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing assessment
Earth Science	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing assessment
Chemistry	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing assessment
Physics	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing 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.	For grades 9-12, students were given a pretest to establish baselines. Using baseline data, teachers will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing assessment
Geometry	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing assessment

Algebra 2	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing 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.	For grades 9-12, students were given a pretest to establish baselines. Using baseline data, teachers will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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	Lindenhurst-developed grade 9 writing assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 10 writing assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Lindenhurst-developed grade 11 writing 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.	For grades 9-12, students were given a pretest to establish baselines. Using baseline data, teachers will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations..

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
	All other grades k-5 courses not named above	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing assessment
	All other grades 6-12 courses not named above	6(ii) School wide measure computed locally	Lindenhurst-developed grade specific writing 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.	For grades K-5, HEDI points are awarded to teachers based on the percent of students showing one year's growth between a pre-test and a summative writing assessment. See table 3.13. For grades 6-12, students were given a pretest to establish baselines. Using baseline data, teachers will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceeds district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates the teacher demonstrated a positive impact on student learning but achievement is slightly below district expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/125946-y92vNseFa4/3.13 HEDI chart.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 controls were used.

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 teachers teaching multiple courses or multiple courses to the same group of students, student performance will be weighted proportionally both for number of students and duration of course.

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 Monday, May 07, 2012
Updated Wednesday, December 05, 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 (2011 Revised Edition)

(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]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

• 60% based on Charlotte Danielson's Framework for Teaching (2011 Revised Edition). The 60 points to be distributed as below:
o Domain I – 12 points
o Domain II – 10 Points
o Domain III – 30 points
o Domain IV – 8 points

Evidence for Domains II and III will be gathered through the formal observation process and additional "walkthroughs". Evidence for Domains I and IV will be gathered through review of teacher artifacts using a portfolio or evidence binder process and a review of student work.

Scores for each domain will be added together to result in the teacher's HEDI score. We understand that scores must be reported in whole numbers.

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

assets/survey-uploads/5091/125948-eka9yMJ855/Hedi Distribution - Table 4.5.xls

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed standards
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet standards
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet standards
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet standards

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	45-56
Developing	39-44
Ineffective	0-38

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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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	57-60
Effective	45-56
Developing	39-44
Ineffective	0-38

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

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Updated Wednesday, December 05, 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/5265/126201-Df0w3Xx5v6/Lindenhurst_TIP_2012_Revised_1.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:

1. An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Teachers who are rated developing, effective, or highly effective may elect to submit a written response to their overall rating, which shall be appended to their APPR evaluation and filed in the teacher's personnel file.

2. Within 20 school days of the receipt of a teacher's annual evaluation, the teacher may request, in writing , a review by the

Superintendent of Schools.

3. The request for appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools. The evaluated teacher may only challenge the substance, rating and/or adherence to the parties' annual professional performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.

4. Within 10 school days of the receipt of the appeal, the Superintendent of Schools shall render an initial determination, in writing, respecting the appeal. Thereafter, the affected teacher may elect a review of the appeal papers by one outside expert who will be chosen from a panel of three persons selected by the District and the Teachers' Association of Lindenhurst. This shall be done within 5 days of the receipt of the Superintendent's initial determination.

5. The make up of the panel shall be identified in a separate written document between the parties. Its composition shall be reviewed annually beginning in July 1, 2013. The panelists shall be employed in rotating order; if a panelist is unavailable, the next listed panelist will be chosen. The cost of the expert review shall be borne by the District.

6. The expert may recommend a modification of the TIP or a modification of the rating, along with his/her rationale for the same. This expert review shall be completed within 10 school days of the delivery of the written request to the panel member; delivery will be by certified mail. No hearing shall be held and the review shall be based solely upon the original written appeal, the Superintendent's initial determination, the supporting papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator. The panelist's written review recommendation shall be transmitted to the Superintendent and appellant upon completion. The Superintendent shall then consider the written review recommendation of the panelist and shall issue a written decision within 10 school days thereof. The determination of the Superintendent of Schools shall be final and shall not be grievable, shall not be subject to arbitration, or reviewable in any other forum. However, the teacher will be able to use all information in defense of a 3020-a proceeding. The failure of either party to abide by the above agreed upon process, shall be subject to the grievance procedure.

7. The teacher shall be entitiled to representation and all rights provided by law and the collective bargaining agreement.

8. Any evaluation that results in an ineffective rating, shall require the district to provide to the teacher the evaluative ratings issued to the evaluator for the previous three years (if applicable) and proof of training completed pertaining to the agreed upon rubric.

9. An evaluation which is the subject of an appeal shall not be sought to be offered into evidence in any proceeding conduct pursuant to section 3020-a of the Education law, or any locally negotiated alternative disciplinary procedure, unless the appeals process is concluded.

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 District will certify lead evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation 30-[30-2.9(a)]. The District will provide training to evaluators and lead evaluators in the Teachscape Framework for Teacher Proficiency System, including observer training and practice scoring. The district will provided training in the Teachscape Framework for Teaching Effectiveness Series. Upon completion of the 15 hour on-line course teachers are eligible for one in-service credit.

However, classroom observations required by this APPR plan may be conducted immediately and prior to such training, provided that the administrator performing such classroom evaluations are properly credentialed school administrators.

Lead evaluators and evaluators will maintain inter-rater reliability over time through Teachscape or a comparable provider's ongoing professional development.

Such lead evaluators shall be recertified periodically in accordance witrh law and regulation. Nothing herein shall require collaboration or negotiation with respect to any measure or item that is not negotiable pursuant to Education Law 3012-c, Subpart 30-2 of the Rules of the Board of Regents and/or Section 100.2(o).

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	Checked

school year for which the classroom teacher's performance is being measured.	
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)

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
HS grades 9-12	State assessment	All Regents exams

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.	Growth targets will be set collaboratively by the principals(s) and the Assistant Superintendent after they review relevant student baseline data. All targets will be reviewed by the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results. HEDI points will be awarded based on the percent of students meeting or exceeding individual growth targets. See table 7.3
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	.Evidence indicates exceptional student learning gain across SLO's, including special populations. Expectations described in SLO's are well above District expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant student learning gain across SLO's, including special populations. Expectations described in SLO's meet District expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Expectations in SLO's are nearly met. The staff demonstrated a positve impact on student learning, but the overall results are below district expectations.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Evidence indicates little or no student learning gain across SLO's. Expectations described in SLO's are not met. Results are well below below District expectations.

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/5365/126205-lha0DogRNw/7.3 HEDI Chart.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.

Not applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, May 08, 2012
Updated Friday, December 14, 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
	9-12	(d) measures used by district for teacher evaluation	Lindenhurst-developed grade specific writing assessment
	6-8	(d) measures used by district for teacher evaluation	Lindenhurst-developed grade specific writing assessment
	k-5	(d) measures used by district for teacher evaluation	Lindenhurst-developed grade specific writing assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For grades K-5, HEDI points are awarded to principals based on the percent of students showing one year's growth between a pre-test and a summative writing assessment. See table 8.1 (15 points). For grades 6-12, students were given a pretest to establish baselines. Using baseline data, teachers will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table 8.1 (15 points)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceed district exppectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates achievement is slightly below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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/5366/126208-qBFVOWF7fC/8.1 HEDI CHART.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
9-12	(d) measures used by district for teacher evaluation	Lindenhurst-developed grade specific writing assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For grades 9-12, students were given a pretest to establish baselines. Using baseline data, teachers will set individual growth targets. HEDI points will be awarded based on the percent of students meeting or exceeding their individual growth targets. See table 8.2 (20 points).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates exceptional student learning gain. Achievement far exceed district exppectations.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates significant student learning. Achievement meets district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates achievement is slightly below district expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates little or no gain in student learning. Results are significantly below district expectations.

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

(No response)

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

assets/survey-uploads/5366/126208-T8MlGWUVm1/8.2 HEDI CHART (20 PTS).xlsx

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 controls were used.

8.4) Principals with More Than One Locally Selected Measure

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

For principals with multiple measures, the measures will be weighted proportionally based on the number of students and the duration of courses

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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Updated Thursday, December 06, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

See attached document - Principals' Performance Evaluation (below). Domain scores will be added together to result in a principal's HEDI score. We understand that composite scores must be reported in whole numbers.

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

assets/survey-uploads/5143/126245-pMADJ4gk6R/lasaartifactsrev100112.xlsx

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

Highly Effective: Overall performance and results exceed standards.	As per the rubric, exemplary performance in setting a vision for learning, promoting success of students, providing a safe learning environment, community and faculty collaboration, acting with integrity and ethics, promoting community and faculty collaboration
Effective: Overall performance and results meet standards.	As per the rubric, effective performance in setting a vision for learning, promoting success of students, providing a safe learning environment, community and faculty collaboration, acting with integrity and ethics, promoting community and faculty collaboration
Developing: Overall performance and results need improvement in order to meet standards.	As per the rubric, less than effective performance in setting a vision for learning, promoting success of students, providing a safe learning environment, community and faculty collaboration, acting with integrity and ethics, promoting community and faculty collaboration
Ineffective: Overall performance and results do not meet standards.	As per the rubric, unsatisfactory performance in setting a vision for learning, promoting success of students, providing a safe learning environment, community and faculty collaboration, acting with integrity and ethics, promoting community and faculty collaboration

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	56-60
Effective	48-55
Developing	40-47
Ineffective	0-39

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	2
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	2
By trained administrator	2
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Tuesday, May 08, 2012
Updated Thursday, December 06, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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	56-60
Effective	48-55
Developing	40-47
Ineffective	0-39

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, May 08, 2012
Updated Wednesday, December 12, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/126317-Df0w3Xx5v6/apprPrincipal Improvement Plan.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. Any principal who receives an ineffective rating for the first time on their annual total composite APPR shall be entitled to appeal their annual total composite rating based upon a paper submission to the Evaluator; who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification. The appeal must be brought in writing to the Evaluator, specifying the areas(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. An appeal of an APPR evaluation must be commenced within ten (10) schools days of the presentation of the final document to the principal. (extended by an additional period of up to ten (10) calendar days if he or she is going to be on a

planned vacation.) Within five (5) days the Evaluator shall respond to the appeal with a written answer denying or approving the appeal. This must include an explanation and rationale behind that decision.

B. In the event that the ineffective rating is upheld by the initial evaluator, the principal shall be allowed to appeal to the Superintendent of Schools, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification. The appeal must be brought in writing to the Superintendent, specifying the areas(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. An appeal of an APPR evaluation must be commenced within ten (10) schools days of receipt of the denial from the initial Evaluator. The Superintendent shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within five (5) school days. The Superintendent shall respond to the appeal with a written answer denying or approving the appeal, This must include an explanation and a rationale behind that decision.

Second Ineffective Rating

C. Any principal who receives an ineffective rating for the second consecutive time on their annual total composite APPR, shall be entitled to appeal their annual total composite rating based upon a paper submission to the Evaluator; who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification. The appeal must be brought in writing to the Evaluator, specifying the areas(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. An appeal of an APPR evaluation must be commenced within ten (10) schools days of the presentation of the final document/score to the principal. Within five (5) days the Evaluator shall respond to the appeal with a written answer denying or approving the appeal. This must include an explanation and a rationale behind that decision.

D. In the event that the ineffective rating is upheld by the initial Evaluator, the principal shall be allowed to appeal to a Review Panel, consisting of three members, [Superintendent's designee (who shall not have evaluated/observed the appealing principal), Administrative designee, and a mutually agreed upon retired school administrator (RSA)]. This must be done within 5 days from the receipt of the denial by the initial Evaluator. The Review panel will consider the appeal of the principal who receives a second "ineffective' rating. In the event the parties are unable to agree on the RSA, the parties shall request a list of nine (9) retired school administrators willing and qualified to conduct the review. The list may be provided by SCOPE or any other mutually agreed upon organization that may possess such a list. If the parties cannot mutually agree upon an outside expert from the list, each party shall be afforded four (4) strike outs, with the remaining name being the individual selected. The review panel must be selected within 5 days of the request for a review panel. The review shall consist of reviewing the preliminary decision, the evidence underlying the observations/evaluations of the principal, and all other evidence submitted by the principal and/or the district. The evidence and arguments shall be presented in writing to the Review Panel for review within fifteen (15) business days of the panel's creation. The panel shall have the authority to request further information and/or clarification to be produced by either party in writing. Upon completion of the review, the Review Panel shall render a comprehensive written advisory opinion within ten (10) business days. The advisory opinion may recommend upholding, reversing, or modifying the preliminary determination as well as providing recommendations, including but not limited to adjustments to the principal's corrective actions.

E. Upon receipt of the advisory decision, the Superintendent shall, within five (5) school days, review said advisory opinion and in his/her sole discretion either adopt, reject, in whole, or in part, the advisory opinion. The decision of the Superintendent upon review of the advisory opinion shall be final and binding and shall not be subject to further review or appeals as a grievance, arbitration or other proceeding in any forum. Not withstanding, nothing herein shall be construed as limiting the right of the employee to challenge the determination or any evaluation, including the second consecutive ineffective annual composite APPR evaluation, in any proceeding brought pursuant to Education Law Section 3020-a.

F. Effective June 30, 2014, the above appeals process shall sunset becoming null and void. The parties agree to begin renegotiations for a successor appeals process no later than February 15, 2014. In the event that a successor appeals plan is not reached, the above appeals process shall remain in effect; however, it is agreed that no evaluation/rating appealed under the expired appeal process shall be used as a basis, or as evidence, or be deemed a "pattern of ineffective performance" as defined in Section 3012-c, and shall not constitute very "significant evidence of incompetence" for purposes of section 3020-a until such time as a successor appeals process has been agreed upon. Nothing herein shall preclude the District from bringing a 3020-a proceeding not brought pursuant to the Ed Law 3012-c expedited procedures agains the principal during successor negotiations of an appeals process.

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 District will certify lead evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation 30-[30-2.9(a)]. The District will provide training to evaluators and lead evaluators in the Teachscape Framework for Teacher Proficiency System, including observer training and practice scoring. The district will provide 22 hours of on-line training in the Teachscape Framework for Teaching Effectiveness Series. However, classroom observations required by this APPR plan may be conducted immediately and prior to such training, provided that the administrator performing such classroom evaluations are properly credentialed school administrators. Lead evaluators and evaluators will maintain inter-rater reliability over time through Teachscape or comparable ongoing professional development.

Lead evaluators will be recertified periodically in accordance with law and regulation. Nothing herein shall require collaboration or negotiation with respect to any measure or item that is not negotiable pursuant to Education Law 3012-c, Subpart 30-2 of the Rules of the Board of Regents and/or Section 100.2(o)

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 Thursday, November 15, 2012
Updated Monday, December 17, 2012

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/235051-3Uqgn5g9Iu/APPR Certification 12 17 12.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.

2.11 HEDI CHART

	HEDI Points	SLO Target and Percent Mastery Achieved	HEDI scores and Mastery Range		
Ineffective	0	0.00%	0.00%	to	7.61%
	1	7.62%	7.62%	to	15.23%
	2	15.24%	15.24%	to	22.85%
Developing	3	22.86%	22.86%	to	30.47%
	4	30.48%	30.48%	to	38.09%
	5	38.10%	38.10%	to	45.70%
	6	45.71%	45.71%	to	53.32%
	7	53.33%	53.33%	to	60.94%
	8	60.95%	60.95%	to	68.56%
Effective	9	68.57%	68.57%	to	71.42%
	10	71.43%	71.43%	to	74.28%
	11	74.29%	74.29%	to	77.13%
	12	77.14%	77.14%	to	79.99%
	13	**80.00%**	80.00%	to	82.85%
	14	82.86%	82.86%	to	85.70%
	15	85.71%	85.71%	to	88.56%
	16	88.57%	88.57%	to	91.42%
	17	91.43%	91.43%	to	94.28%
Highly Effective	18	94.29%	94.29%	to	97.13%
	19	97.14%	97.14%	to	98.57%
	20	100.00%	98.58%	to	100.00%

3.3 HEDI CHART

VALUE ADDED (15 PTS)

Ineffective	0	0.00%	to	7.27%
	1	7.28%	to	14.54%
	2	14.55%	to	21.81%
Developing	3	21.82%	to	29.08%
	4	29.09%	to	36.35%
	5	36.36%	to	43.62%
	6	43.63%	to	50.89%
	7	50.90%	to	58.16%
Effective	8	58.17%	to	65.43%
	9	65.44%	to	72.70%
	10	72.71%	to	79.99%
	11	80.00%	to	84.00%
	12	84.01%	to	88.00%
	13	88.01%	to	92.00%
Highly Effective	14	92.01%	to	96.00%
	15	96.01%	to	100.00%

HEDI CALCULATOR 3.13

PERCENTAGE OF STUDENTS REACHING TARGET

	HEDI Points	HEDI scores		
Ineffective	0	0.00%	to	7.61%
	1	7.62%	to	15.23%
	2	15.24%	to	22.85%
Developing	3	22.86%	to	30.47%
	4	30.48%	to	38.09%
	5	38.10%	to	45.70%
	6	45.71%	to	53.32%
	7	53.33%	to	60.94%
	8	60.95%	to	68.56%
Effective	9	68.57%	to	71.42%
	10	71.43%	to	74.28%
	11	74.29%	to	77.13%
	12	77.14%	to	79.99%
	13	80.00%	to	82.85%
	14	82.86%	to	85.70%
	15	85.71%	to	88.56%
	16	88.57%	to	91.42%
	17	91.43%	to	94.28%
Highly Effective	18	94.29%	to	97.13%
	19	97.14%	to	98.57%
	20	98.58%	to	100.00%

HEDI DISTRIBUTION TABLE 4.5

Domain 1 = 12 Points					**Planning & Preparation**
	I	**D**	**E**	**H**	
a	0	1.3	1.5	2	Knowledge of Content & Pedagogy
b	0	1.3	1.5	2	Knowledge of Students
c	0	1.3	1.5	2	Setting Instructional Outcomes
d	0	1.3	1.5	2	Knowledge of Resources
e	0	1.3	1.5	2	Designing Coherent Instruction
f	0	1.3	1.5	2	Designing Student Assessments
	0	**7.8**	**9**	**12**	

Domain 2 = 10 Points					**Classroom Environment**
	I	**D**	**E**	**H**	
a	0	1.3	1.5	2	Creating Environment of Respect & Rapport
b	0	1.3	1.5	2	Establishing Culture of Learning
c	0	1.3	1.5	2	Managing Classroom Procedures
d	0	1.3	1.5	2	Managing Student Behavior
e	0	1.3	1.5	2	Organizing Physical Space
	0	**6.5**	**7.5**	**10**	

Domain 3 = 30 Points					**Instruction**
	I	**D**	**E**	**H**	
a	0	3.9	4.5	6	Communication with Students
b	0	3.9	4.5	6	Using Questioning & Discussion Techniques
c	0	3.9	4.5	6	Engaging Students in Learning
d	0	3.9	4.5	6	Using Assessments in Instruction
e	0	3.9	4.5	6	Demonstrates Flexibility & Responsiveness
	0	**19.5**	**22.5**	**30**	

Domain 4 = 8 Points					**Professional Responsibilities**
	I	**D**	**E**	**H**	
a	0	0.9	1	1.33	Reflecting on Teaching
b	0	0.9	1	1.33	Maintaining Accurate Records
c	0	0.9	1	1.33	Communication with Families
d	0	0.9	1	1.33	Participates in Professional Community
e	0	0.9	1	1.33	Growing & Developing in the Profession
f	0	0.9	1	1.33	Showing Professionalism
	0	**5.4**	**6**	**8**	

I = 0-38 points **D = 39-44 points** **E = 45-56 points** **H = 57-60 points**

Teacher receiving all D ratings would achieve 39.2 points
Teacher receiving all E ratings would achieve 45 points.
Teacher receiving all H ratings would achieve 60 points.

7.3 HEDI CHART

	HEDI Points	SLO Target and Percent Mastery Achieved	HEDI scores and Mastery Range		
Ineffective	0	0.00%	0.00%	to	7.61%
	1	7.62%	7.62%	to	15.23%
	2	15.24%	15.24%	to	22.85%
Developing	3	22.86%	22.86%	to	30.47%
	4	30.48%	30.48%	to	38.09%
	5	38.10%	38.10%	to	45.70%
	6	45.71%	45.71%	to	53.32%
	7	53.33%	53.33%	to	60.94%
	8	60.95%	60.95%	to	68.56%
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	10	71.43%	71.43%	to	74.28%
	11	74.29%	74.29%	to	77.13%
	12	77.14%	77.14%	to	79.99%
	13	**80.00%**	80.00%	to	82.85%
	14	82.86%	82.86%	to	85.70%
	15	85.71%	85.71%	to	88.56%
	16	88.57%	88.57%	to	91.42%
	17	91.43%	91.43%	to	94.28%
Highly Effective	18	94.29%	94.29%	to	97.13%
	19	97.14%	97.14%	to	98.57%
	20	100.00%	98.58%	to	100.00%

Lindenhurst School District

Teacher Improvement Plan Committee Members

Richard Nathan, Superintendent

Frank Naccarato, Middle School Principal

Brian Chamberlin, Principal, Harding Ave. School

Rose Russo, TAL President, Elementary Teacher, West Gates School

Gary Whiffen, High School Teacher

Jennifer Bova, Director, OWL Teacher Center

June 2012

Lindenhurst School District

Annual Professional Performance Review

Teacher Improvement Plan

Defined:

A Teacher Improvement Plan (TIP) shall be developed by the district in consultation with the teacher who was evaluated with an unsatisfactory level of performance (when judged against established district standards and criteria) in his/her most recent annual performance review.

The teacher is identified as experiencing significant difficulties that either (a) seriously compromise the teacher's ability to be an effective educator, or (b) are deemed irremediable without assistance.

The Plan is designed to assist the teacher and offer all available resources to help rectify the identified difficulties in meeting the professional standards delineated by the district standards and criteria and to help return the teacher's performance to an acceptable level. The Plan is **not** to be construed as punishment *or* a reprimand.

As a result of our teacher evaluation process, teachers must be made aware of any deficiency within a reasonable time frame before it becomes part of their final evaluation of the annual professional performance review.

If an administrator/department chair perceives that an observation or other teacher responsibility is unsatisfactory, the administrator/department chair should immediately identify the problem area(s) and give the teacher suggestions for improvement. The suggestions for improvement will be in writing.

The administrator or the teacher will initiate a follow-up assessment to determine if the deficiency has been resolved. If the area of difficulty has been resolved, it will also be noted in writing.

In all correspondence, short written memos or a log are sufficient to inform the teacher of deficiencies and should be kept as part of the work record.

Notification to the teacher that improvement of performance to an acceptable level with accordance with the District standards and criteria is expected, and failure to improve performance to that level may result in dismissal.

Procedure/Guidelines:

When a TIP is to be initiated, it is the responsibility of the administration, in consultation with the teacher, to develop an improvement plan specific to that teacher's needs.

A trained union representative may be present to assist in the development of the Teacher Improvement Plan.

The plan must be developed within 30 calendar days of notification of unsatisfactory level of performance.

If the TIP is a result of a teacher's **final evaluation**, the plan should be developed as soon as practicable after the final evaluation has been completed, but in no case later than 10 (ten) school days after the date on which teachers are required to report prior to the opening of classes for the new school year.

The Plan should include the following:

- identification of and an explanation specifically describing the behaviors, techniques, criteria or standards in which the teacher has been noted as being deficient in regards to the teaching standards, as delineated in the criteria established by the administrator/supervisor and the Association Contract in the Annual Professional Performance Review process (provided by the administrator/supervisor),

- an explanation of how the teacher will benefit from the Teacher Improvement Plan – what the outcomes of the Plan will be (provided by the administrator/supervisor),

- previous efforts made by the immediate supervisor and the teacher to improve the teacher's performance will be included,

- all criteria which has generated the Teacher Improvement Plan must be clearly identified as outlined in the Annual Professional Performance Review Plan, standards, or appropriate and reasonable behaviors which are required for a satisfactory level of performance (completed by the administrator /supervisor),

- an outline of a program designed to achieve satisfactory level of performance focusing on targeted needs, goals, related activities, and expected outcomes. The program will include a list of specific measurable and/or observable performance objectives,

- a description by the administrator/supervisor and the teacher of the staff/professional development which will be undertaken to improve performance, along with the approximate dates for training and visitations,

- a description of any additional resources that will be provided to the teacher to assist them (visitations to other schools, peer assistance, etc.),

- a time line for evaluating the teacher's improvement, (allowing sufficient time between each performance assessment to allow reasonable opportunity to address identified difficulties), the frequency and time frame for observations for the purpose of recording and discussing the teacher's progress, the dates for progress reviews based on written observations, and the completion date for the TIP.

- If requested by the teacher or the immediate supervisor and or principal, an additional evaluator from among the District administrators will be provided.

- The teacher will make every effort to cooperate with the administrator/supervisor in his or her own professional growth and improvement.

Original documentation contained in the initial recommendation will be provided to the individual teacher, along with notice of the teacher's right to seek Association representation at any TIP meeting throughout the process.

The Plan may include, but will not be limited to any of the following activities for the teacher which the district will facilitate:

- Enrollment and attendance at workshops that address the targeted needs of the teacher.

- Enrollment and attendance in courses that address the targeted needs of the teacher.

- Modeling experiences in which the teacher will have the opportunity to:

    1. visit and observe the classroom of teachers who have expertise in the targeted needs,

    2. observe demonstrations in the teacher's own classroom by teachers who have expertise in the targeted needs,

    3. on occasion, participate in co-teaching assignments with teachers who have expertise in the targeted needs,

  Visitations may need to be arranged outside the school district in regards to certain content areas. Classroom coverage will be provided by the principal.

- Role-play opportunities to try out a desired new behavior or skill in a restricted environment before applying it in a classroom and receive feedback.

Requirements/Limitations:

The teacher and the administrator/supervisor agree to collaboratively participate in the activities for the teacher's improvement which will be facilitated by the District.

The teacher and administrator/supervisor shall meet on an ongoing basis to discuss the impact of the improvement activities on the teacher's professional performance. A teacher performance log will be used for documentation.

In addition, the teacher's performance will be evaluated by the administrator/supervisor using the rubric selected by the District, according to Ed. Law 3012-c.

This plan will be in effect during the school year and until such time that the teacher has met the goals and outcomes of the plan.

On or before June 1st, the teacher on a TIP will be notified of the Plan's results or will receive an annual performance review. If the review is satisfactory, the teacher will be free to choose an alternate assessment for the following school year. If the review is unsatisfactory, an extended TIP may be developed for the following school year.

A TIP can be completed at any time during the school year.

Termination of the Teacher Improvement Plan

At the conclusion of the plan, the teacher's immediate administrator/supervisor will provide a written report and recommendations to the Superintendent. A copy of the report will be provided to the teacher and the Association President.

If the teacher exhibits successful improvement to a level commensurate with the expectations of the improvement plan, the plan is terminated without further action by the District.

If the teacher has not exhibited a level of improvement commensurate with the expectations as delineated in the teacher's improvement plan or has not fulfilled agreed upon obligations of the TIP, the Superintendent may take appropriate action.

Other than the performance review documents, which always become a permanent part of the teacher's personnel file, all documents directly pertaining to the identified teacher's TIP (i.e., the initial reports to the Superintendent, status reports), all originals and any and all copies, will become the property of the teacher once the TIP has been satisfied. At the teacher's discretion, these documents may then be destroyed or become a permanent part of the teacher's personnel file.

A document of successful completion of the Teacher Improvement Plan, dated and signed by the administrator/supervisor and the teacher, will be placed in the teacher's personnel file.

Guidelines for the Teacher Improvement Plan

- All activities associated with the TIP will be a collaborative effort between the teacher and the administrator/supervisor and will be facilitated by the District, for example: release time from classes for collaboration or preparation of lessons, or for training, workshops and conferences as outlined and agreed upon in the TIP.

- Any involvement by a teacher in a TIP outside of normal working hours shall be strictly voluntary, for example: attendance at workshops or courses.

- A teacher participating in a TIP shall receive all official documentation associated with the TIP, including status reports, logs, evaluations, and reports to the Superintendent.

- The teacher has the right to respond in writing to any and all reports, observations, and evaluations placed in their personnel file as part of the TIP.

- Nothing in the TIP procedures will prohibit any teacher or the District from exercising his/its contractual or legal rights, including grievance and arbitration procedures.

- The District will not proceed with a disciplinary action for any issue related to the TIP until the conclusion of the TIP. "Any issue" is defined as the deficiencies identified and addressed in the teacher's individual TIP.

- Nothing in this agreement will prohibit the teacher's immediate administrator/supervisor from continuing classroom observations following procedures delineated in the "Annual Professional Performance Review" and submitting evaluations to the Superintendent.

- Protections afforded the teacher by the collective bargaining agreement and applicable education law shall apply at all times.

Lindenhurst School District

Teacher Improvement Plan Worksheet

Name: _____

School: _____

Subject/Grade Level: _____

____Tenured **____Probationary** **____Full Time**

Date: _____ **Evaluation Period:** _____

This assessment approach was approved by _____
Signature of Administrator/Supervisor

_____
Signature of Teacher

Criteria for Evaluation	Satisfactory	In Need of Improvement
Content Knowledge **The teacher demonstrates a thorough knowledge of the subject matter area and curriculum.**		
Preparation **The teacher demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction.**		
Instructional Delivery **The teacher demonstrates that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.**		

Criteria for Evaluation	Satisfactory	In Need of Improvement
Classroom Management **The teacher demonstrates classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.**		
Student Development **The teacher demonstrates knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate instructional strategies for the benefit of all students.**		
Student Assessment **The teacher demonstrates that he/she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.**		
Collaboration **The teacher demonstrates that he/she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.**		
Reflective and Responsive Practice **The teacher demonstrates that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.**		
Other (Please be specific)		

Suggested Timeline for Teacher Improvement Plan

Initial Meeting	**Meeting with Administrator/Supervisor to generate the Teacher Improvement Plan and outline activities and a final review date for the plan**
First 3 weeks	**Teacher involvement in activities, and time to incorporate into their teaching practices**
Fourth Week	**Classroom Visitation established** **Pre-Conference, Observation and Post Conference**
First month review	**Conference** – **review initial goals** – **establish next steps** – **determine progress of TIP for final review**
Next 2-3 weeks	**Follow-up meeting and/or classroom observation using the evaluation rubric**
Second month review	– **review initial goals** – **establish next steps** – **determine progress of TIP for final review**
Continue the 2-3 week process and monthly review	**Follow-up meeting and/or classroom observation using the evaluation rubric** – **review initial goals** – **establish next steps** – **determine progress of TIP for completion**
Satisfactory Completion of the TIP	**All goals are met and a final report is developed and the TIP is completed as per Evaluation Criteria**
End of May – beginning of June	**<u>Final review for the year</u>** – **Satisfactory completion of the TIP – comments to the degree to which all goals were met.** – **An extension of the Plan is generated for the following year following the above cycle** – **A recommendation to the Superintendent for further action**

Teacher Improvement Plan Log Sheet Guidance

The **TIP Log sheet** should be filled in for every meeting between the teacher and the administrator/supervisor. The teacher should receive a copy of the log.

Types of Meetings:
Classroom Observations (both formal and informal)
Pre-Observation Conferences
Post-Observation Conferences
Face-to-face discussions regarding areas addressed in TIP

Suggestions for Future Actions:
Continue the specific areas of the TIP as noted.
The specific areas as noted were completed satisfactorily.
A new area of the TIP will be addressed at the next meeting.

Lindenhurst School District
Teacher Improvement Log

Date	Time	Areas(s) of TIP Addressed	Type of Meeting	Outcomes & Suggestions	Ad/Sup Initials	Teacher Initials

Lindenhurst School District

Checklist for Teacher Improvement Plan

INSTRUCTIONS TO ADMINISTRATOR/SUPERVISOR and TEACHER:
Please document the completion of each step with the date and your initials.

Name of Teacher:_____

Name of Administrator/Supervisor:_____

Date and Initial by Administrator/Supervisor and Teacher:

Date	Admin.	Teacher	
_____	_____	_____	**Teacher has met with Administrator/Supervisor and generated the Teacher Improvement Plan establishing specific standards and behaviors, offered assistance, and set a time frame for correction and re-evaluation.**
_____	_____	_____	**Resource help has been provided and accepted, specific areas needing improvement have been monitored, and objective records have been kept of these activities.**
_____	_____	_____	**Appropriate time has been allowed for improvement; a follow-up written evaluation and conference has been completed informing the teacher that required improvement has or has not been achieved.** *Scheduled number of follow-up observations will be specified in the plan.*
_____	_____	_____	**Continued guidance and other assistance have been provided and documented in the continuing evaluation process.**
_____	_____	_____	**Resource staff member(s) in field of teacher's work have been used as consultants and utilized in providing assistance.**
_____	_____	_____	**For the following year, change of duties/grade levels within the same building has been considered and implemented, if appropriate, with explanation and a written report.**
_____	_____	_____	**Recommendation to Superintendent for further action.** *Teacher's initials on final item indicate awareness that a recommendation has been made to the Superintendent.*

8.1 HEDI CHART

15 POINTS -		% OF ST AT TARGET
Ineffective	0	0% to 20%
	1	21% to 39%
	2	40% to 64%
Developing	3	65% to 66%
	4	67% to 68%
	5	69% to 70%
	6	71% to 72%
	7	73% to 74%
Effective	8	75%
	9	76%
	10	77% to 78%
	11	79% to 80%
	12	81% to 82%
	13	83% to 84%
Highly Effective	14	85% to 91%
	15	92% to 100%

8.2 HEDI CHART

	20 POINTS	% ST AT TARGET
Ineffective	0	0% to 20%
	1	21% to 39%
	2	40% to 64%
Developing	3	65%
	4	66%
	5	67% to 68%
	6	69% to 70%
	7	71% to 72%
	8	73% to 74%
Effective	9	75%
	10	76%
	11	77%
	12	78%
	13	79%
	14	80%
	15	81%
	16	82%
	17	83% to 84%
Highly Effective	18	85% to 89%
	19	90% to 94%
	20	95% to 100%

Lindenhurst Union Free school District

APPENDIX C

Principals Performance Evaluation

Effective for the 2012-13 School Year

Multidimensional Principals Performance Rubric		Highly Effective	Effective	Developing	Ineffective		Minimum Number of Artifacts	Written attainment of Progress
		Maximum Number of Points per area	95% of HE	80% of HE				
DOMAIN 1: Shared Vision of Learning								
Culture	Collaboratively develop and implement a shared vision and mission for learning	3.5	3.32	2.80	0		4	1
	District & school's vision and mission							
	Reflective practice & decision making							
Sustainability	Promote continuous and sustainable improvement	3.5	3.32	2.80	0			
		7					**4**	1
DOMAIN 2: School Culture and Instructional Program								
Culture	Promotes and supports activities for staff improvement	4	3.80	3.20	0		8	1
	Nurture and sustain a culture of collaboration, trust, learning, and high expectations							
	Create a personalized and motivating learning environment for students							
Instructional Program	Create a comprehensive, rigorous, and coherent curricular program	5	4.75	4.00	0			
	Supervise instruction							
	Maximize time spent on quality instruction							
Capacity Building	Develop the instructional and leadership capacity of staff	5	4.75	4.00	0			
	Promote the use of effective and appropriate technologies to support teaching and learning							
Sustainability	Develop assessment and accountability systems to monitor student progress	4	3.80	3.20	0			
Strategic Planning Process	Monitor and evaluate the impact of the instructional program	4	3.80	3.20	0			
		22					**8**	**1**

DOMAIN 4: Community								
Strategic Planning Process: Inquiry	Collect and analyze data and information pertinent to the educational environment	3	2.85	2.40	0		4	1
Culture	Promote understanding, appreciation, and use of the community's diverse	2	1.90	1.60	0			
Sustainability	Build and sustain positive relationships with families, caregivers and community partners	2	1.90	1.60	0			
		7					**4**	**1**
DOMAIN 5: Integrity, Fairness, Ethics								
Sustainability	Ensure a system of accountability for every student's academic and social success	2.5	2.37	2.00	0		4	1
	Consider and evaluate the potential moral and legal consequences for decision making							
Culture	Collect and analyze data and information pertinent to the educational environment	2.5	2.37	2.00	0			
	Safeguard the values of democracy, equity and diversity							
	Promote social justice and insure that individual student needs inform all aspects of schooling							
		5					**4**	**1**
DOMAIN 6:Political, Social, Economic, Legal &Cultural Content								
Sustainability	Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies	1	0.95	0.80	0		1	1
	Act to influence local, district, state and national decisions affecting student learning							
Culture	Advocate for children, families and caregivers	1	0.95	0.80	0			
		2					**1**	**1**
	Total	**60**					**27**	

High Effective	**56 - 60**
Effective	**48 - 55**
Developing	**40 - 47**
Ineffective	**0 - 39**

**To assign a “developing” rating in a sub-domain the evaluator (for observation) or Superintendent must support the rating with at least one (1) pieces of factual

LINDENHURST UNION FREE SCHOOL DISTRICT
Principal Improvement Plan

Principal: _____

Current Assignment and School Year: _____

Date of Principal Improvement Plan Conference: _____

Assignment and School Year for the Improvement: _____

1. List the specific areas that are targeted for improvement, citing from the principal's evaluation and correlating with the District's APPR plan:

2. The following list will identify specific objectives and targeted goals that are needed to be met for improvement:

3. Outlined below are the activities and their respective timelines related to the Principal's responsibilities in working towards the achievement of the specific objectives and target goals for his/her improvement plan:

4. District responsibilities and resources that will be provided in assisting the principal to improve his/her performance:

5. Criteria and evidence that will be utilized for measuring the principal's progress and achievement with respect to the specific objectives and targeted goals:

6. Dates and timeline for measuring achievement and the expected outcomes of the plan:

Principal's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

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:

Richard Vatter 12/17/12

Teachers Union President Signature: Date:

Rose Russo 12/17/12

Administrative Union President Signature: Date:

12/17/12

Board of Education President Signature: Date:

Donna Hoehman 12/17/12