



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

Commissioner of Education
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April 25, 2014

Revised

Louis J. Patrei, Superintendent
Little Falls City School District
15 Petrie Street
Little Falls, NY 13365

Dear Superintendent Patrei:

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

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

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

Thank you again for your hard work.

Sincerely,

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

John B. King, Jr.
Commissioner

Attachment

c: Mark Vivacqua

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 210800050000

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

210800050000

1.2) School District Name: LITTLE FALLS CITY SD

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

LITTLE FALLS CITY SD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, April 02, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NY State Grade 3 ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NY State Grade 3 ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NY State Grade 3 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Teachers in grade K-2 will be assessed based on the overall percentage of third grade students meeting or exceeding their individual growth targets on the NYS Grade 3 ELA Assessment.</p> <p>Based on the baseline data and subsequent goals for students growth, the teacher and lead evaluator will establish individual growth targets for each student. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart in 2.11 below.</p> <p>HEDI points will be assigned based on the number of students meeting or exceeding their growth targets.</p>
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the school determined growth target: 90-100 percent of students meet the school determined growth target for SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the school determined growth target: 57-89 percent of students meet the school determined growth target for SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target: 40-56 percent of students meet the school determined growth target for SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NY State Grade 3 Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NY State Grade 3 Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NY State Grade 3 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Teachers in grade K-2 will be assessed based on the overall percentage of third grade students meeting or exceeding their individual growth targets on the NYS Grade 3 Math Assessment.</p> <p>Based on the baseline data and subsequent goals for students growth, the teacher and lead evaluator will establish individual growth targets for each student. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart in 2.11 below.</p> <p>HEDI points will be assigned based on the number of students meeting or exceeding their growth targets.</p>
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the school determined growth target: 90-100 percent of students meet the school determined growth target for SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the school determined growth target: 57-89 percent of students meet the school determined growth target for SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target: 40-56 percent of students meet the school determined growth target for SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	HFHO BOCES Regionally Developed 6th Grade Science Test
7	District, regional or BOCES-developed assessment	HFHO BOCES Regionally Developed 7th Grade Science Test
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for students growth, the teacher and lead evaluator will establish class wide growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart in 2.11 below. HEDI points will be assigned based on the number of students meeting or exceeding their growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the school determined growth target: 90-100 percent of students meet the school determined growth target for SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the school determined growth target: 57-89 percent of students meet the school determined growth target for SLO.

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

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	HFHO BOCES Regionally Developed 6th Grade Social Studies Test
7	District, regional or BOCES-developed assessment	HFHO BOCES Regionally Developed 7th Grade Social Studies Test
8	District, regional or BOCES-developed assessment	HFHO BOCES Regionally Developed 8th Grade Social Studies Test

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

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

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Little Falls City School District Global History 9 Assessment

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

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

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

2.7) High School Science Regents Courses

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

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

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

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

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

2.8) High School Math Regents Courses

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

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Based on the baseline data and subsequent goals for students growth, the teacher and lead evaluator will establish class wide growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart in 2.11 below.</p> <p>HEDI points will be assigned based on the number of students meeting or exceeding their growth targets.</p> <p>The Little Falls City School District will be administering the NYS Integrated Algebra Regents Assessment in addition to the NYS Common Core Algebra Regents Assessment to Students in Common Core courses. The Algebra 1 teachers will use the higher of the two assessment scores for APPR purposes.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that exceeds the school determined growth target: 90-100 percent of students meet the school determined growth target for SLO.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that meets the school determined growth target: 57-89 percent of students meet the school determined growth target for SLO.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The work of the teacher does not result in academic student growth that meets the school determined growth target: 40-56 percent of students meet the school determined growth target for SLO.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.</p>

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	Little Falls City School District 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Little Falls City School District 10th Grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Based on the baseline data and subsequent goals for students growth, the teacher and lead evaluator will establish class wide growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart in 2.11 below.

HEDI points will be assigned based on the number of students meeting or exceeding their growth targets.

The Little Falls City School District will be administering the NYS Comprehensive English Regents in addition to the NYS Common Core English Regents Assessment to Students in Common Core courses. The Grade 11th ELA teachers will use the higher of the two assessment scores for APPR purposes.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

The work of the teacher results in student academic growth that exceeds the school determined growth target: 90-100 percent of students meet the school determined growth target for SLO.

Effective (9 - 17 points) Results meet District goals for similar students.

The work of the teacher results in student academic growth that meets the school determined growth target: 57-89 percent of students meet the school determined growth target for SLO.

Developing (3 - 8 points) Results are below District goals for similar students.

The work of the teacher does not result in academic student growth that meets the school determined growth target: 40-56 percent of students meet the school determined growth target for SLO.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

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

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
LOTE	District, Regional or BOCES-developed	Little Falls City School District Developed Course Specific Assessment
All Other Teachers Not Named Above	District, Regional or BOCES-developed	Little Falls City School District Developed Course 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 measuring student growth on the assessments listed for this Task.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Based on the baseline data and subsequent goals for students growth, the teacher and lead evaluator will establish class wide growth targets. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the district expectations as determined by the scoring band chart in 2.11 below.</p> <p>HEDI points will be assigned based on the number of students meeting or exceeding their growth targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that exceeds the school determined growth target: 90-100 percent of students meet the school determined growth target for SLO.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that meets the school determined growth target: 57-89 percent of students meet the school determined growth target for SLO.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The work of the teacher does not result in academic student growth that meets the school determined growth target: 40-56 percent of students meet the school determined growth target for SLO.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0-39 percent of students meet the school determined growth target for the SLO.</p>

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/5364/133316-TXEttx9bQW/HEDI Scale_1.doc

2.12) Locally Developed Controls

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

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

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, April 25, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
5	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
6	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
7	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
8	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Allocating a proportional score to mirror the state provided overall component percentages. The percent of students meeting a school wide growth target that is built around the baseline data specific to student Lexile Level scores on the 3rd party state approved assessment given at the end of the previous school year. Teachers will receive a HEDI score as specified in the HEDI Table and Value Added Table that have been uploaded in 3.3. The school wide growth target will be based on the district expectation as determined by the scoring band chart. Building level administrators will set the school wide growth target; the district leader will approve the target.</p>
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Teachers in grades 4 and 5 will use results from the third party assessment for grades 3-5.

Teachers in grades 6 - 8 will use the results from the third party assessment for grade 6-8.

HEDI points will be assigned based on the percentage of students school wide meeting or exceeding the target.

<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic growth that exceeds the school determined growth target: 90-100 percent of students meet the school determined growth target.</p> <p>Scores will be based on the state developed 20 point HEDI Scale. Scales will be adjusted as Value Added Scores become available. (18-20 points: 90-100%)</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic growth that meets the school determined growth target: 57-89 percent of students meet the school determined growth target.</p> <p>Scales will be adjusted as Value Added Scores become available (9-17 points: 57-89%)</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher does not result in academic student growth that meets the school determined growth target: 40-56 percent of students meet the school determined growth target.</p> <p>Scales will be adjusted as Value Added Scores become available (3-8 points: 40-56%)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic growth that is well below the school determined growth target; 0-39 percent of students meet the school determined growth target.</p> <p>Scales will be adjusted as Value Added Scores become available (0-2 points: 0-39%)</p>

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
5	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
6	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
7	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
8	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)

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.

Allocating a proportional score to mirror the state provided overall component percentages. The percent of students meeting a school wide growth target that is built around the baseline data specific to student Lexile Level scores on the 3rd party state approved assessment given at the end of the previous school year. Teachers will receive a HEDI score as specified in the HEDI Table and Value Added Table that have been uploaded in 3.3. The school wide growth target will be based on the district expectation as determined by the scoring band chart. Building level administrators will set the school wide growth target; the district leader will approve the target.

Teachers in grades 4 and 5 will use results from the third party assessment for grades 3-5.

Teachers in grades 6 - 8 will use the results from the third party assessment for grade 6-8.

HEDI points will be assigned based on the percentage of students school wide meeting or exceeding the target.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher results in student academic growth that exceeds the school determined growth target: 90-100 percent of students meet the school determined growth target.

Scores will be based on the stated developed 20 point HEDI Scale. Scales will be adjusted as Value Added Scores become available. (18-20 points: 90-100%)

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher results in student academic growth that meets the school determined growth target: 57-89 percent of students meet the school determined growth target.

Scales will be adjusted as Value Added Scores become available (9-17 points: 57-89%)

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher does not result in academic student growth that meets the school determined growth target: 40-56 percent of students meet the school determined growth target.

Scales will be adjusted as Value Added Scores become available (3-8 points: 40-56%)

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

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

Scales will be adjusted as Value Added Scores become available (0-2 points: 0-39%)

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/5139/138994-rhJdBgDruP/HEDI Scale and Value Added Scale_1.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Stanford Achievement Test (10th Edition)
1	6(ii) School-wide measure computed locally	Stanford Achievement Test (10th Edition)
2	6(ii) School-wide measure computed locally	Stanford Achievement Test (10th Edition)
3	6(ii) School-wide measure computed locally	Stanford Achievement Test (10th Edition)

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Allocating a proportional score to mirror the state provided overall component percentages. The percent of students meeting a school wide growth target that is built around the baseline data specific to student Lexile Level scores on the 3rd party state approved assessment given at the end of the previous school year. Teachers will receive a HEDI score as specified in the HEDI Table and Value Added Table that have been uploaded in 3.3. The school wide growth target will be based on the district expectation as determined by the scoring band chart. Building level administrators will set the school wide growth target; the district leader will approve the target.</p> <p>Teachers in grades K - 3 will use results from the third party assessment for grades 3-5.</p> <p>HEDI points will be assigned based on the percentage of students school wide meeting or exceeding the target.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic growth that exceeds the school determined growth target: 90-100 percent of students meet the school determined growth target.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic growth that meets the school determined growth target: 57-89 percent of students meet the school determined growth target.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher does not result in academic student growth that meets the school determined growth target: 40-56 percent of students meet the school determined growth target.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic growth that is well below the school determined growth target; 0-39 percent of students meet the school determined growth target.</p>

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Stanford Achievement Test (10th Edition)
1	6(ii) School-wide measure computed locally	Stanford Achievement Test (10th Edition)
2	6(ii) School-wide measure computed locally	Stanford Achievement Test (10th Edition)
3	6(ii) School-wide measure computed locally	Stanford Achievement Test (10th Edition)

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.	Allocating a proportional score to mirror the state provided overall component percentages. The percent of students meeting a school wide growth target that is built around the baseline data specific to student Lexile Level scores on the 3rd party state approved assessment given at the end of the previous school year. Teachers will receive a HEDI score as specified in the HEDI Table and Value Added Table that have been uploaded in 3.3. The school wide growth target will be based on the district expectation as determined by the scoring band chart. Building level administrators will set the school wide growth target; the district leader will approve the target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers in grades K - 3 will use results from the third party assessment for grades 3-5.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI points will be assigned based on the percentage of students school wide meeting or exceeding the target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that exceeds the school determined growth target: 90-100 percent of students meet the school determined growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that meets the school determined growth target: 57-89 percent of students meet the school determined growth target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student growth that meets the school determined growth target: 40-56 percent of students meet the school determined growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that is well below the school determined growth target; 0-39 percent of students meet the school determined growth target.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
7	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
8	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)

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.	Allocating a proportional score to mirror the state provided overall component percentages. The percent of students meeting a school wide growth target that is built around the baseline data specific to student Lexile Level scores on the 3rd party state approved assessment given at the end of the previous school year. Teachers will receive a HEDI score as specified in the HEDI Table and Value Added Table that have been uploaded in 3.3. The school wide growth target will be based on the district expectation as determined by the scoring band chart. Building
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level administrators will set the school wide growth target; the district leader will approve the target.

Teachers in grades 6-8 will use results from the third party assessment for grades 6-8.

HEDI points will be assigned based on the percentage of students school wide meeting or exceeding the target.

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

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
7	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)
8	6(ii) School wide measure computed locally	Stanford Achievement Test (10th Edition)

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.	<p>Allocating a proportional score to mirror the state provided overall component percentages. The percent of students meeting a school wide growth target that is built around the baseline data specific to student Lexile Level scores on the 3rd party state approved assessment given at the end of the previous school year. Teachers will receive a HEDI score as specified in the HEDI Table and Value Added Table that have been uploaded in 3.3. The school wide growth target will be based on the district expectation as determined by the scoring band chart. Building level administrators will set the school wide growth target; the district leader will approve the target.</p> <p>Teachers in grades 6-8 will use results from the third party assessment for grades 6-8.</p>
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	HEDI points will be assigned based on the percentage of students school wide meeting or exceeding the target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that exceeds the school determined growth target: 90-100 percent of students meet the school determined growth target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that meets the school determined growth target: 57-89 percent of students meet the school determined growth target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student growth that meets the school determined growth target: 40-56 percent of students meet the school determined growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth that is well below the school determined growth target; 0-39 percent of students meet the school determined growth target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Global 2	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
American History	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams

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.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the school wide achievement target. HEDI points will be assigned based on the percentage of students taking the five regents exams required for graduation who pass the with a 65 or better (55 for Special Education students).
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In the area of Algebra 1 the Little Falls City School District will administer the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to teachers for APPR purposes.

In the area of English Language Arts the Little Falls City School District will administer the NYS Comprehensive English Regents and the NYS Common Core English Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to teachers for APPR purposes.

Teachers will receive HEDI ratings based on the percentage of students that meet the school wide targets, as specified in the HEDI Table that has been uploaded in 3.13.

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

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Earth Science	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Chemistry	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams

Physics	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
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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.	<p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the school wide achievement target.</p> <p>HEDI points will be assigned based on the percentage of students taking the five regents exams required for graduation who pass the with a 65 or better (55 for Special Education students).</p> <p>In the area of Algebra 1 the Little Falls City School District will administer the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to teachers for APPR purposes.</p> <p>In the area of English Language Arts the Little Falls City School District will administer the NYS Comprehensive English Regents and the NYS Common Core English Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to teachers for APPR purposes.</p> <p>Teachers will receive HEDI ratings based on the percentage of students that meet the school wide targets, as specified in the HEDI Table that has been uploaded in 3.13.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target: 90-100 percent of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target: 57-89 percent of students meet the school determined achievement target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target: 40-56 percent of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-39 percent of students meet the school determined achievement target.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Geometry	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Algebra 2	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the school wide achievement target.</p> <p>HEDI points will be assigned based on the percentage of students taking the five regents exams required for graduation who pass the with a 65 or better (55 for Special Education students).</p> <p>In the area of Algebra 1 the Little Falls City School District will administer the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to teachers for APPR purposes.</p> <p>In the area of English Language Arts the Little Falls City School District will administer the NYS Comprehensive English Regents and the NYS Common Core English Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to teachers for APPR purposes.</p> <p>Teachers will receive HEDI ratings based on the percentage of students that meet the school wide targets, as specified in the HEDI Table that has been uploaded in 3.13.</p>
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target: 90-100 percent of students meet the school determined achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target: 57-89 percent of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in academic student achievement that meets the school determined achievement target: 40-56 percent of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that is well below the school determined achievement target; 0-39 percent of students meet the school determined achievement target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the school wide achievement target. HEDI points will be assigned based on the percentage of
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students taking the five regents exams required for graduation who pass the with a 65 or better (55 for Special Education students).

In the area of Algebra 1 the Little Falls City School District will administer the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to teachers for APPR purposes.

In the area of English Language Arts the Little Falls City School District will administer the NYS Comprehensive English Regents and the NYS Common Core English Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to teachers for APPR purposes.

Teachers will receive HEDI ratings based on the percentage of students that meet the school wide targets, as specified in the HEDI Table that has been uploaded in 3.13.

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

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 Courses K-5	6(ii) School wide measure computed locally	Stanford Achievement Test (10 Edition)
All other Courses 6-8	6(ii) School wide measure computed locally	Stanford Achievement Test (10 Edition)
All other Courses 9-12	6(ii) School wide measure computed locally	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Teachers K-5 and Teachers 6-8: Allocating a proportional score to mirror the state provided overall component percentages. The percent of students meeting a school wide growth target that is built around the baseline data specific to student Lexile Level scores on the 3rd party state approved assessment given at the end of the previous school year. The school wide growth target will be based on the district expectation as determined by the scoring band chart. Building level administrators will set the school wide growth target; the district leader will approve the target.

Teachers in grades 4 and 5 will use results from the third party assessment for grades 3-5.

Teachers in grades 6 - 8 will use the results from the third party assessment for grade 6-8.

HEDI points will be assigned based on the percentage of students school wide meeting or exceeding the target.

Teachers 9-12: Based on the baseline data and subsequent goals for student achievement, the teacher and lead evaluator will set the school wide achievement target.

HEDI points will be assigned based on the percentage of students taking the five regents exams required for graduation who pass the with a 65 or better (55 for Special Education Students).

In the area of Algebra 1 the Little Falls City School District will administer the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to teachers for APPR purposes.

In the area of English Language Arts the Little Falls City School District will administer the NYS Comprehensive English Regents and the NYS Common Core English Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to teachers for APPR purposes.

Teachers will receive HEDI ratings based on the percentage of students that meet the school wide targets, as specified in the HEDI Table that has been uploaded in 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.

The work of the teacher results in student academic growth or achievement that exceeds the school determined growth or achievement target: 90-100 percent of students meet the school determined growth or achievement target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher results in student academic growth or achievement that meets the school determined growth or achievement target: 57-89 percent of students meet the school determined growth or achievement target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher does not result in academic student growth or achievement that meets the school determined growth or achievement target: 40-56 percent of students meet the school determined growth or achievement target.

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

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

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/12149/1001981-y92vNseFa4/HEDI Scale.doc

3.14) Locally Developed Controls

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

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

The Little Falls City School District will assess the results of each school wide measure separately, arriving at a HEDI rating and the point value between 0-20 points(0-15 points). Each school wide measure must then be weighted proportionally based on the number of students included in all school wide measures. This will provide one overall local sub-component score between 0-20 (or 0-15) points. The rating always rounds to the nearest whole number: & greater than: .5 rounds up and & less than; .5 rounds down. Rounding will not allow for a teacher's score to move between HEDI categories.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

3.16) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances	Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances	Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances	Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances	If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances	Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, April 02, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

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

4.1) Teacher Practice Rubric Rubric	Marzano's Causal Teacher Evaluation Model
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	41
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The observer will utilize the Marzano Causal Teacher Evaluation Model rubrics to make judgments during the observation sessions. Scores are calculated by lesson segment. Lesson segments are subdivided by essential design questions. Each design question has primary trait rubrics for the critical elements of the evaluation model that imply best practices associated with the design question.

The observer determines during the lesson the design question(s) to focus on within each lesson segment based on what is being

observed. The primary trait rubric(s) for the element being observed is used to make judgments and provide feedback. Elements, which are not observed, are not rated during the observation.

Domain 1 contains 41 elements (5 + 18 + 18);
Domain 2 contains eight elements (3 + 2 + 3);
Domain 3 contains five elements (3 + 2); and
Domain 4 contains six elements (2 + 2 + 2).

Given that 41 of the 60 elements in the model are from Domain 1, the clear emphasis in the Marzano model is what occurs in the classroom—the strategies and behaviors teachers use to enhance student achievement. This emphasis differentiates it from some other teacher evaluation models

Rubric scores for each element are calculated on a 1-4 point scale. Where an element is rated more than once over multiple observations those ratings will be averaged to create a final 1-4 rating for that element. The scores for each element are averaged to determine the overall score for the design questions that were observed. The overall scores for each design question are averaged to determine an overall score for each lesson segment.

A weighting factor is applied to each segment to calculate the total observed score for that segment. In order to determine the total observed score, rubric scores associated with content segments are weighted at three times, rubric scores associated with routine segments are weighted at two times, and rubric scores associated with segments enacted on the spot are not weighted.

The observation section is associated with the 41 rubrics assigned to Domain 1 of the Marzano Causal Teacher Evaluation Model. The Domain 1 Score is responsible for 68% (41 points) of the overall teacher point value of 60 points.

The District shall use a structured review of teacher artifact evidence to evaluate a teacher's performance for the remaining 19 points. Teachers will compile evidence (artifacts) that demonstrate understanding, knowledge and skill for each of the seven New York State Teaching Standards listed below:

1. Knowledge of Students and Student Learning
2. Knowledge of Content and Instructional Planning
3. Instructional Practice
4. Learning Environment
5. Assessment for Student Learning
6. Professional Responsibilities and Collaboration
7. Professional Growth

On an annual basis, each teacher will meet with his/her lead evaluator in structured review of artifact evidence conference. The conference represents an opportunity for the teacher and administrator to engage in reflection and dialogue around the teacher's professional growth as measured by the indicators in the NYS Teaching Standards and accompanying Domain Rubrics of the Marzano Causal Teacher Evaluation Model. The lead administrator will prompt the teacher to discuss how the artifacts chosen by the teacher are representative of professional growth, understanding, and skill development in each category of the NYS Teaching Standards. It is recommended that a teacher compile seven (7) to ten (10) artifacts indicative of understanding and skill development across the seven NYS Teaching Standards.

Material submitted as artifacts shall be retained by the principal until the scoring is complete at which time items will be returned to the teacher. Such materials will not be copied, disseminated or otherwise made public without the teacher's written agreement.

The building administrator may schedule the APPR conference for tenured teachers at any point in the second half of the school year. Probationary teachers will be scheduled for their APPR conference during the final three months of the school year. The APPR conference can only occur after the teacher's observations (both announced and unannounced) have been completed. Teachers shall be given at least two weeks notice of the date of the APPR conference or sooner, if approved by the teacher.

The teacher's understanding, knowledge and skill development for each of the NYS Teaching Standards as evidenced by selected artifacts in the teacher portfolio and dialogue between the teacher and lead administrator, will be judged using rubrics from Domain 2, 3, and 4 of the Marzano Causal Teacher Evaluation Model. A single rubric score (four-point scale) will be calculated for each Domain from the average of rubric scores utilized in judgment of portfolio artifacts and conference dialogue.

The Domain rubrics will be weighted as follows:

Domain 1: Marzano Causal Teacher Evaluation Model:

Classroom Strategies and Behaviors – 68% (41 points – observations)

Domain 2: Marzano Causal Teacher Evaluation Model: (8 of 19 points remaining)

Preparing and Planning 14% (8 points)

Domain 3: Marzano Causal Teacher Evaluation Model: (5 of 19 points remaining)

Reflecting on Teaching 8% (5 points)

Domain 4: Marzano Causal Teacher Evaluation Model: (6 of 19 points remaining)

Collegiality and Professionalism 10% (6 points)

The scoring methodology for the assignment of points to this subcomponent shall be as follows:

The following conversion scale will be used to translate the overall average rubric scores for each domain to the 60-point distribution for the composite teacher score.

Level Overall rubric average score 60 point distribution for composite

Highly Effective 3.5-4 (59-60 points)

Effective 2.5-3.4 (57-58 points)

Developing 1.5-2.4 (50-56 points)

Ineffective 1-1.4 (0-49 points)

The Rubric score values listed on the conversation chart are the minimum values necessary to receive the corresponding HEDI scores. The detailed conversion look-up table (see uploaded graphic) is used to convert the average weighted rubric score to a specific teacher score for the other measures of teacher effectiveness sub-component.

Normal rounding rules will apply. Rounding will not allow for a teacher's score to move between HEDI rating categories.

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

[assets/survey-uploads/12179/1001982-eka9yMJ855/APPR 60 Point Marzano Conversion_1.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall weighted average rubric score of 3.5 – 4.0 (based on Marzano Causal Rubric) 59-60 point conversion.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall weighted average rubric score of 2.5-3.4 (based on Marzano Causal Rubric) 57- 58 point conversion.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall weighted average rubric score of 1.5-2.4 (based on Marzano Causal Rubric) 50- 56 point conversion.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall weighted average rubric score of 1.0-1.4 (based on Marzano Causal Rubric) 0- 49 point conversion.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

• In Person

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

• In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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Updated Wednesday, April 02, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/133330-Df0w3Xx5v6/Teacher Improvement Plan.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:

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's performance review.

- (1) A teacher who receives a rating of “developing” or “ineffective” may appeal his or her performance review. Ratings of “highly effective” or “effective” cannot be appealed. This provision would be renegotiated if:
 - a. additional compensation or privileges should ever become tied to effective or highly effective ratings.
 - b. a change in larger policy occurs, mandating the release of teacher performance rankings.
- (2) A teacher may initiate an appeal based on the substance of his or her performance review, the school district’s adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.
- (3) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (4) Appeals concerning a teacher performance review must be filed no later than fifteen (15) days of the date when the teacher receives it.
- (5) A teacher wishing to initiate an appeal must submit, in writing, to the Superintendent or his/her designee, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
- (6) Under this appeals process the teacher bears the burden of proving by substantial evidence the merits of his or her appeal.
- (7) The Superintendent or his or her designee shall issue a written decision on the merits of the appeal no later than thirty (30) days from the date when the teacher filed his or her appeal.
- (8) The decision of the Superintendent or the Superintendent’s designee shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent or the Superintendent’s designee shall not be subject to any further appeal.
- (9) Teacher Improvement Plans - The process outlined above will also be used for any and all appeals of Teacher Improvement Plans that are issued in accordance with the annual professional performance review plan. The Little Falls City School District will allow appeals for the implementation, as well as the issuance, of a Teacher Improvement Plan. Appeals are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within fifteen (15) days of the alleged failure of the District to comply with such requirements. An appeal may be filed challenging the APPR based upon one or more of the following grounds:
 - ** The substance of the APPR
 - ** The District’s failure to issue and/or implement the terms of the Teacher Improvement Plan.

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

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

Lead evaluators and evaluators are trained by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES, who is also the HFHO BOCES Network Team Leader. In partnership with other members of the Staff/Curriculum Development Network across the state, the Network Team Leader turnkeys and augments the training provided by NYSED at the Network Team Institutes on all nine elements mandated by Section 30-2.9(b) of the Commissioner's Regulations over the course of the school year. All lead evaluators and evaluators will certify and re-certify using the process modeled by NYSED and approved by the Little Falls City School District Board of Education on an annual basis. The Superintendent will be responsible for ensuring inter-rater reliability and will monitor the observation cycles of all lead evaluators and evaluators for consistency and alignment to the NYS Teaching Standards.

Initial training will consist of 12 Modules of approximately 4 hours per module.

Annual recertification training will consist of a minimum of 6 hours.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

NA

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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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.

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Stanford Achievement Test (10th Edition)
6-8	(d) measures used by district for teacher evaluation	Stanford Achievement Test (10th Edition)
9-12	(h) students' progress toward graduation	Regents Assessments: NYS Common Core English and Comprehensive English, Global History, US History, Living Environment, Common Core Algebra and Integrated Algebra Regents Exams

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Principal K-5 and Principal 6-8: Allocating a proportional score to mirror the state provided overall component percentages. The percent of students meeting a school wide growth target that is built around the baseline data specific to student Lexile Level scores on the 3rd party state approved assessment given at the end of the previous school year. The school wide growth target will be based on the district expectation as determined by the scoring band chart. Building level administrators will set all targets; the district leader will approve the targets.</p> <p>Principal in grades K-5 will use results from the third party assessment for grades 3-5.</p> <p>Principal in grades 6 - 8 will use the results from the third party assessment for grade 6-8.</p> <p>HEDI points will be assigned based on the percentage of students school wide meeting or exceeding the target.</p>
--	--

Principal 9-12: Based on the baseline data and subsequent goals for student achievement, the principal and lead evaluator will set the school wide achievement target. The school wide achievement target will be based on the district expectation as determined by the HEDI scoring band chart. Building level administrators will set all targets; the district leader will approve the targets.

HEDI points will be assigned based on the percentage of students taking the 5 regents exams required for graduation who pass with a 65 or better (55 for special education student²).

In the area of Algebra 1 the Little Falls City School District will administer the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to principal for APPR purposes.

In the area of English Language Arts the Little Falls City School District will administer the NYS Comprehensive English Regents and the NYS Common Core English Regents to students enrolled in Common Core Courses. The higher of the two scores will be used to assign points to principal for APPR purposes.

Principals will receive HEDI ratings based on the percentage of students that meet the school wide targets, as specified in the HEDI Table and Value Added Table that have been uploaded in 8.1.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the principal results in student academic growth that exceeds the school determined target: 90-100 percent of students meet the school determined target.

Scores will be based on the stated developed 20 point HEDI Scale. Scales will be adjusted as Value Added Scores become available. (18-20 points: 90-100%)

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the principal results in student academic growth that meets the school determined target: 57-89 percent of students meet the school determined target.

Scales will be adjusted as Value Added Scores become available (9-17 points: 57-89%)

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the principal does not result in academic student growth that meets the school determined target: 40-56 percent of students meet the school determined target.

Scales will be adjusted as Value Added Scores become available (3-8 points: 40-56%)

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

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

Scales will be adjusted as Value Added Scores become available (0-2 points: 0-39%)

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/5366/139075-qBFVOWF7fC/HEDI Scale and Value Added Scale_1.doc

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

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

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

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

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

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

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

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

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

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

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as

follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

N/A

8.4) Principals with More Than One Locally Selected Measure

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

NA

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, April 25, 2014

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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.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
---	---

Second rubric (if applicable)	(No response)
-------------------------------	---------------

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	41
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 19

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	Checked
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)	Checked

9.5) Survey Tool(s) (if applicable)

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

- Checked

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

Principal Evaluation Tripod School Perception Survey for Teachers	Checked
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Six Domains of Multidimensional Principal Performance Rubric directly align with the six ISLLC Standards. The rubric points will be broken down as follows: Standards one, two, three, four, five, and six worth a total of 41 points.

Highly Effective: 3.5 - 4.0 (40 -41 points)
 Effective: 2.5 - 3.4 (38-39 points)
 Developing: 1.5 - 2.4 (27 - 37 points)
 Ineffective: 1.0 - 1.49 (0 - 26 points)

The principal will be evaluated using the Multidimensional Rubric and rated using a point scale of 1 to 4 points which will be designated as the Rubric Raw Score. Each standard in the rubric will be rated on a 1-4 scale after it's sub-component are averaged together, will also be rated 1-4 scale.

Multiple scores for the same element of the rubric, received over the course of multiple school visits during the school year, will be averaged. Normal rounding rules will apply. The value listed on the chart is the minimum value necessary to achieve the corresponding HEDI score. Rounding will not allow for a principal's score to move between HEDI rating categories.

Portfolio of School Documents: Total 15 points

The portfolio will be inclusive of the districts shared vision, mission, and goals. Evidence in the portfolio will be assessed under the applicable ISLLC Standards using the Multidimensional Rubric. Credit will only be awarded for evidence meeting the criteria for Effective performance. A completed portfolio will include at least ten documents which reflect evidence relating to Vision, Culture, Management, Relationship, Integrity, and Educational Context at the effective level.

Highly Effective: 90-100% Complete (14-15 points)
 Effective: 73 - 89% Complete (8 - 13 points)
 Developing: 65 - 72% Complete (3 -7 points)
 Ineffective: 0 - 64% Complete (0 - 2 points)

Faculty Survey: Total 4 points

Highly Effective: 3.5 - 4.0 points
 Effective: 2.5 - 3.4 points
 Developing: 1.5 - 2.4 points
 Ineffective: 0 - 1.4 points

Overall Rating Scoring Band based on adding total of the three components listed above:

Highly Effective: 58 - 60 points

Effective: 49 - 57 points

Developing: 32 - 48 points

Ineffective: 0 - 31 points

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

assets/survey-uploads/5143/142236-pMADJ4gk6R/Principal Observation 60 Percent_1.doc

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

Highly Effective: Overall performance and results exceed standards.	The work of the principal results in achievement of the ISLLC Standards falls within the district determined Highly Effective Achievement target range of 58 - 60 points Observation Rubric: 40-41 points (3.5-4.0) Portfolio: 14 - 15 points (90-100%) Survey: 3.5 - 4.0 points
Effective: Overall performance and results meet standards.	The work of the principal results in achievement of the ISLLC Standards falls within the district determined Effective achievement target range 49 - 57 points. Observation Rubric: 38 -39 points (2.5-3.4) Portfolio: 8 - 13 points (73-89%) Survey: 2.5-3.4 points
Developing: Overall performance and results need improvement in order to meet standards.	The work of the principal results in achievement of the ISLLC Standards falls within the district determined Developing achievement target range 32 - 48 points. Observation Rubric: 27 - 37 points (1.5-2.4) Portfolio: 3 - 7 points (65-72%) Survey: 1.5-2.4 points
Ineffective: Overall performance and results do not meet standards.	The work of the principal results in achievement of the ISLLC Standards falls within the district determined ineffective achievement target range 0 - 31 points. Observation Rubric: 0 - 26 points (1.0-1.49) Portfolio: 0 - 2 points (0-64%) Survey: 0- 1.4 points

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	49-57
Developing	32-48

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	58 - 60 points
Effective	49-57 points
Developing	32-48 points
Ineffective	0-31 points

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, April 25, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/142278-Df0w3Xx5v6/Principal improvement Plan.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.

2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

- (1) The substance of the annual professional performance review;
- (2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
- (3) The adherence to Commissioner's Regulations, as applicable to such reviews;
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request. Every effort will be made to file the appeal in a timely and expeditious manner consistent with Education Law 3012-c.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal

TIMEFRAME FOR DISTRICT RESPONSE

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

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
- b. The hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-c APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

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

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

The evaluation of principals is a significant component of the new APPR system, according to the regulations. For principals, the state says that the lead evaluator should be the superintendent or her/his designee. The BOCES Network Team is providing training for the lead evaluator and evaluators for principals at no charge to our Network Team members. The training will include all of the state-prescribed components:

1. ISLLC 2008 Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA growth Model data
4. Application and use of the State-approved Multidimensional Principal Performance Rubrics Application
- 5 Use of any assessment tools used to evaluate principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate principals
9. Specific considerations in evaluating principals of ELLs and students with disabilities

Additionally, the following components will be addressed:

1. State-determined district-wide student growth goal setting process (Student Learning Objectives)
2. Effective supervisory visits and feedback
3. Soliciting structured feedback from constituent groups
4. Reviewing school documents, records, state accountability processes and other measures
5. Principal contribution to teacher effectiveness Goal Setting and Attainment, using the Multidimensional Principal Performance Rubric tool.

Lead evaluators and evaluators are trained by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego BOCES, who is also the HFHO BOCES Network Team Leader. In partnership with other members of the Staff/Curriculum Development Network across the state, the Network Team Leader turnkeys and augments the training provided by NYSED at the Network Team Institutes on all nine elements mandated by 30-2.9(b) of the Commissioner's regulations over the course of the school year. All lead evaluators and evaluators will certify and re-certify using the process modeled by NYSED and approved by the Little Falls City School District Board of Education on an annual basis. The BOCES lead evaluator and evaluator training will address inter-rater reliability.

Initial training will consist of 12 Modules of approximately 4 hours per module.

Annual recertification training will consist of a minimum of 6 hours.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, April 25, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/1001990-3Uqgn5g9Iu/District Certification Form.pdf](assets/survey-uploads/12158/1001990-3Uqgn5g9Iu/District%20Certification%20Form.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.

HEDI Distribution Scale:

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

Scores will be based on the state developed 20 point HEDI Scale. Scales will be adjusted if the 0-15 Value Added Measure is approved.

Value Added Scale

Highly Effective			Effective					Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	90-95	85-89	80-84	74-79	68-73	63-67	57-62	55-56	52-54	48-51	44-47	40-43	38-39	36-37	< or = 35

HEDI Distribution Scale

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

HEDI Distribution Scale:

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

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Marzano Rubric Score to Sub-Component Conversion Chart

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion
1	0	1.5	50	2.5	57	3.5	59
1.008	1	1.6	50.7	2.6	57.2	3.6	59.3
1.017	2	1.7	51.4	2.7	57.4	3.7	59.5
1.025	3	1.8	52.1	2.8	57.6	3.8	59.8
1.033	4	1.9	52.8	2.9	57.8	3.9	60
1.042	5	2.0	53.5	3.0	58	4	60.25 (round to 60)
1.05	6	2.1	54.2	3.1	58.2		
1.058	7	2.2	54.9	3.2	58.4		
1.067	8	2.3	55.6	3.3	58.6		
1.075	9	2.4	56.3	3.4	58.8		
1.083	10						
1.092	11						
1.100	12						
1.108	13						
1.115	14						
1.123	15						
1.131	16						
1.138	17						
1.146	18						
1.154	19						
1.162	20						
1.169	21						
1.177	22						
1.185	23						
1.192	24						
1.200	25						
1.208	26						
1.217	27						
1.225	28	1.317	39				
1.233	29	1.325	40				
1.242	30	1.333	41				
1.250	31	1.342	42				
1.258	32	1.350	43				
1.267	33	1.358	44				
1.275	34	1.367	45				
1.283	35	1.375	46				
1.292	36	1.383	47				
1.300	37	1.392	48				
1.308	38	1.400	49				

Marzano/ iObservation

Assessment of Teacher Effectiveness Domain	Domain Score	Domain Weighting*
Domain 1 Classroom Strategies and Behaviors (41 Elements)	3	68 % = 2.4
Domain 2 Planning and Preparing for Lessons and Units (8 Elements)	4	14 % = .56
Domain 3 Reflecting on Teaching (5 Elements)	2	8 % = .16
Domain 4 Collegiality and Professionalism (6 Elements)	1	10 % = 0.1
Total Rubric Score		2.8
HEDI Rating	Effective	
Sub-Component Score (Using conversion chart)	57.7	

* Marzano recommended weighting



The Marzano Causal Teacher Evaluation Model
Alignment to the New York State Teaching Standards

*Exclusive partners with Dr. Robert J. Marzano
for the Causal Teacher Evaluation Model*

Learning Sciences International
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Blairsville, PA 15717
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Preface

Federal initiatives (e.g. Race to the Top) and state legislation call for rigorous, transparent, and fair evaluation systems that differentiate teacher effectiveness based on student achievement as described by value-added models. Subsequently, there is an increased need for a teacher evaluation model that also includes a comprehensive, robust, and research-based description of teacher effectiveness that can measure the effectiveness of teachers using observation protocols, classroom artifacts, portfolios, student work, and professional growth plans.

The goal of an effective evaluation system is for teachers to incrementally increase their expertise in teaching year to year and, therefore, incrementally increase their ability to raise student learning gains year to year. Dr. Marzano's Causal Teacher Evaluation Model (*herein referred to as the Marzano Teacher Evaluation Model*) is based on his acclaimed Art and Science of Teaching framework, which defines instructional strategies identified by research to increase student learning gains. The Marzano Teacher Evaluation Model closely aligns with state teaching standards through the development of clear criteria for success and a student data module that ties student achievement to teacher evaluation using data closest to the classroom.

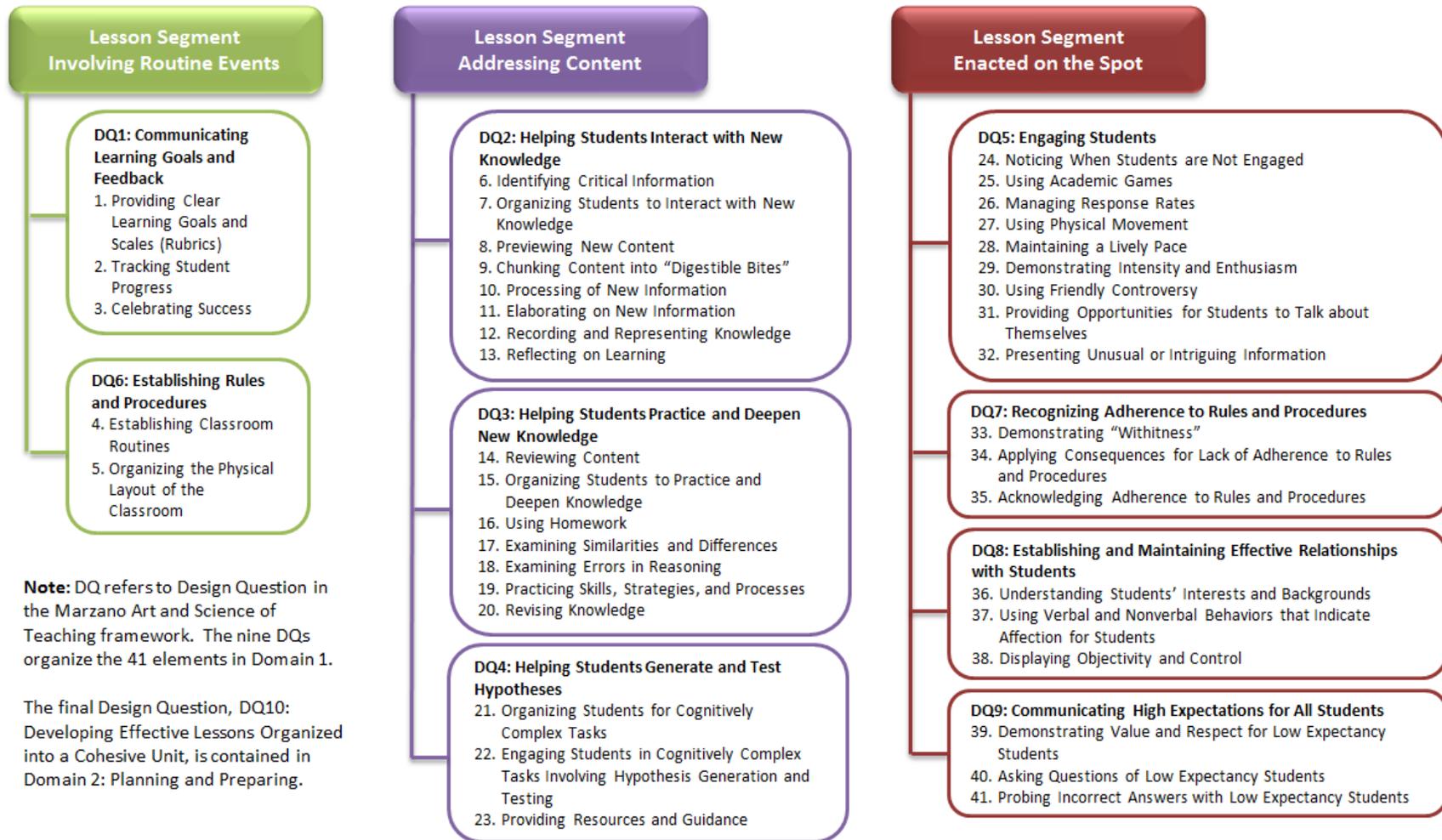
The New York State Teaching Standards¹ broadly describe what teachers need to know and be able to do, while the Marzano Teacher Evaluation Model provides a means for teachers to translate the standards into their daily practice.

¹ Source: New York State Education Department, *The New York State Teaching Standards*, (September 2011).

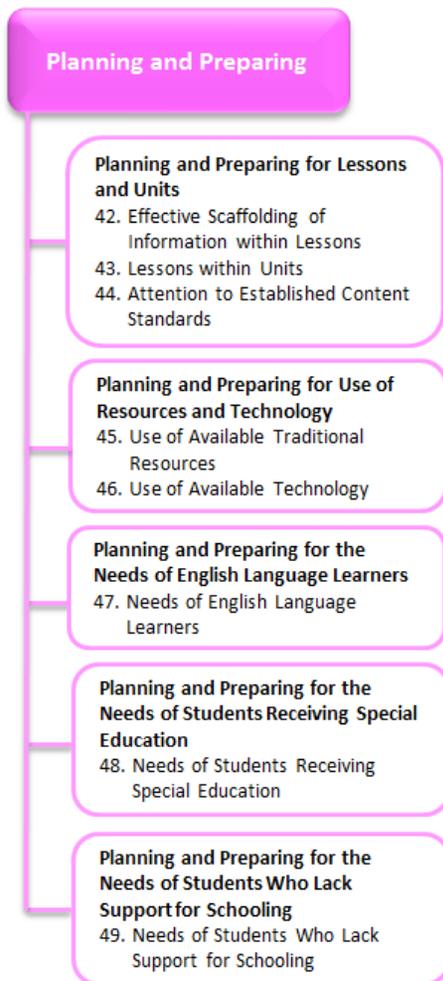
Marzano Causal Teacher Evaluation Model Map of Domains 1-4

Domain 1: Classroom Strategies and Behaviors

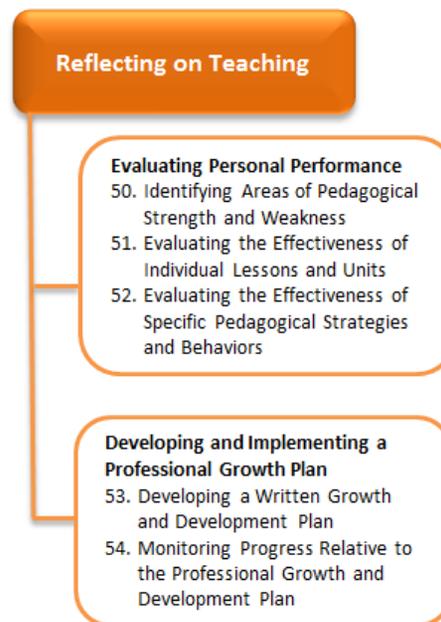
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



The Marzano Teacher Evaluation Model Alignment to the New York State Teaching Standards

Marzano Evaluation Model Domains 1, 2, 3, and 4	New York State Teaching Standards
DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	
I. Lesson Segments Involving Routine Events	
Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?	
1. Providing Clear Learning Goals and Scales (Rubrics)	Element I.1 Element I.2 Element I.5 Element II.1 Element II.4 Element II.6 Element III.1 Element III.2 Element III.3 Element IV.2 Element V.1 Element V.2 Element V.3 Element V.5
2. Tracking Student Progress	Element I.1 Element I.2 Element I.5 Element II.1 Element II.4 Element II.6 Element III.1 Element III.2 Element III.3 Element III.4 Element III.6 Element IV.2 Element V.1 Element V.2 Element V.3 Element V.5
3. Celebrating Success	Element I.1 Element I.5 Element III.1 Element III.4 Element IV.2
Design Question #6: What will I do to establish and maintain classroom rules and procedures?	
4. Establishing Classroom Routines	Element III.2

	Element IV.1 Element IV.2 Element IV.3 Element IV.4
5. Organizing the Physical Layout of the Classroom	Element II.6 Element III.1 Element III.4 Element IV.3 Element IV.4
II. Lesson Segments Addressing Content	
Design Question #2: What will I do to help students effectively interact with new knowledge?	
6. Identifying Critical Information	Element I.1 Element I.2 Element I.3 Element II.1 Element II.2 Element II.3 Element III.1 Element III.3 Element III.4
7. Organizing Students to Interact with New Knowledge	Element I.1 Element I.2 Element I.3 Element II.1 Element II.3 Element II.5 Element III.1 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2 Element IV.3
8. Previewing New Content	Element I.1 Element I.2 Element I.3 Element I.5 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.1 Element III.2 Element III.3 Element III.4

	Element III.5 Element IV.2
9. Chunking Content into “Digestible Bites”	Element I.1 Element I.2 Element I.3 Element II.1 Element II.2 Element II.3 Element II.5 Element III.1 Element III.3 Element III.4 Element III.5 Element IV.2
10. Processing of New Information	Element I.1 Element I.2 Element I.3 Element I.5 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.1 Element III.3 Element III.4 Element III.5 Element IV.2
11. Elaborating on New Information	Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
12. Recording and Representing Knowledge	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5

	Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
13. Reflecting on Learning	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
Design Question #3: What will I do to help student practice and deepen their understanding of new knowledge?	
14. Reviewing Content	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.3 Element III.4 Element III.5 Element IV.2
15. Organizing Students to Practice and Deepen Knowledge	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2 Element IV.3
16. Using Homework	Element I.1

	Element I.2 Element I.3 Element I.4 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element II.6 Element III.3 Element III.4 Element III.5 Element IV.2 Element VI.3
17. Examining Similarities and Differences	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
18. Examining Errors in Reasoning	Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
19. Practicing Skills, Strategies, and Processes	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.3

	Element III.4 Element III.5 Element IV.2
20. Revising Knowledge	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3 Element II.5 Element III.2 Element III.4 Element III.5 Element IV.2
Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?	
21. Organizing Students for Cognitively Complex Tasks	Element I.1 Element I.2 Element I.3 Element II.1 Element II.2 Element II.3 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2 Element IV.3
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.3 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
23. Providing Resources and Guidance	Element I.1 Element I.2 Element I.3 Element I.6 Element II.1 Element II.2 Element II.3

	Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
III. Lesson Segments Enacted on the Spot	
Design Question #5: What will I do to engage students?	
24. Noticing When Students are Not Engaged	Element I.1 Element I.2 Element I.3 Element I.5 Element I.6 Element II.3 Element II.5 Element III.2 Element III.4 Element III.5 Element III.6
25. Using Academic Games	Element I.1 Element I.2 Element I.3 Element I.4 Element I.6 Element II.2 Element II.3 Element II.5 Element III.3 Element III.4 Element III.5 Element IV.2
26. Managing Response Rates	Element I.1 Element I.2 Element I.3 Element I.5 Element I.6 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element III.6 Element IV.2
27. Using Physical Movement	Element I.1 Element I.2 Element I.3 Element I.5

	Element II.3 Element II.5 Element II.6 Element III.3 Element III.4 Element IV.2
28. Maintaining a Lively Pace	Element I.1 Element I.2 Element I.3 Element I.6 Element II.3 Element III.1 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
29. Demonstrating Intensity and Enthusiasm	Element I.1 Element I.2 Element I.3 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.2
30. Using Friendly Controversy	Element I.1 Element I.2 Element I.3 Element I.4 Element I.5 Element I.6 Element II.2 Element II.3 Element III.3 Element III.4 Element III.5 Element IV.2
31. Providing Opportunities for Students to Talk about Themselves	Element I.1 Element I.2 Element I.3 Element I.4 Element I.5 Element I.6 Element II.2 Element II.3 Element III.2 Element III.3 Element III.4

	Element III.5 Element III.6 Element IV.2
32. Presenting Unusual or Intriguing Information	Element I.1 Element I.2 Element I.3 Element I.4 Element I.5 Element I.6 Element II.3 Element II.5 Element II.6 Element III.4 Element III.5 Element IV.2
Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?	
33. Demonstrating “Withitness”	Element I.3 Element III.6 Element IV.1 Element IV.2 Element IV.3 Element IV.4
34. Applying Consequences for Lack of Adherence to Rules and Procedures	Element IV.1 Element IV.2 Element IV.3 Element IV.4
35. Acknowledging Adherence to Rules and Procedures	Element IV.1 Element IV.2 Element IV.3 Element IV.4
Design Question #8: What will I do to establish and maintain effective relationships with students?	
36. Understanding Students’ Interests and Background	Element I.3 Element I.4 Element I.5 Element I.6 Element II.2 Element II.3 Element III.4 Element IV.1
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	Element III.2 Element IV.1
38. Displaying Objectivity and Control	Element IV.1
Design Question #9: What will I do to communicate high expectations for all students?	
39. Demonstrating Value and Respect for Low Expectancy Students	Element I.1

	Element I.3 Element I.5 Element II.3 Element II.4 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.1 Element IV.2
40. Asking Questions of Low Expectancy Students	Element I.1 Element I.3 Element I.5 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.1
41. Probing Incorrect Answers with Low Expectancy Students	Element I.1 Element I.3 Element I.5 Element II.3 Element II.5 Element III.2 Element III.3 Element III.4 Element III.5 Element IV.1
DOMAIN 2: PLANNING AND PREPARING	
I. Planning and Preparing for Lessons and Units	
42. Effective Scaffolding of Information with Lessons	Element I.1 Element I.2 Element I.3 Element I.4 Element I.5 Element I.6 Element II.1 Element II.2 Element II.3 Element II.4 Element II.5 Element II.6 Element III.1
43. Lessons within Units	Element I.1 Element I.2

	Element I.3 Element I.5 Element I.6 Element II.2 Element II.3 Element III.1
44. Attention to Established Content Standards	Element I.1 Element I.2 Element I.3 Element I.5 Element II.1 Element II.2 Element III.1 Element V.1 Element V.4
II. Planning and Preparing for Use of Resources and Technology	
45. Use of Available Traditional Resources	Element 1.6 Element III.4
46. Use of Available Technology	Element IV.4
III. Planning and Preparing for Needs of English Language Learners	
47. Needs of English Language Learners	Element I.1 Element I.2 Element I.4 Element II.3 Element II.5
IV. Planning and Preparing for Needs of Students Receiving Special Education	
48. Needs of Students Receiving Special Education	Element II.6 Element III.3 Element III.4 Element V.1 Element V.2 Element V.5
V. Planning and Preparing for Needs of Students Who Lack Support for Schooling	
49. Needs of Students Who Lack Support for Schooling	Element V.5
DOMAIN 3: REFLECTING ON TEACHING	
I. Evaluating Personal Performance	
50. Identifying Areas of Pedagogical Strength and Weakness	Element VII.1 Element VII.2
51. Evaluating the Effectiveness of Individual Lessons and Units	Element II.1 Element II.6 Element V.1 Element V.2 Element V.3 Element V.4 Element VII.1
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	Element V.1 Element V.2 Element V.3 Element V.4
II. Developing and Implementing a Professional Growth Plan	

53. Developing a Written Growth and Development Plan	Element VII.1 Element VII.2 Element VII.3 Element VII.4
54. Monitoring Progress Relative to the Professional Growth and Development Plan	Element VII.2 Element VII.3 Element VII.4
DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM	
I. Promoting a Positive Environment	
55. Promoting Positive Interactions with Colleagues	Element VI.1 Element VI.2 Element VI.3 Element VII.4
56. Promoting Positive Interactions about Students and Parents	Element I.1 Element I.3 Element I.4 Element I.5 Element II.3 Element II.6 Element III.2 Element III.3 Element IV.1 Element V.5 Element VI.1 Element VI.3
II. Promoting Exchange of Ideas and Strategies	
57. Seeking Mentorship for Areas of Need or Interest	Element I.2 Element I.3
58. Mentoring Other Teachers and Sharing Ideas and Strategies	Element II.1 Element II.6 Element VI.2 Element VII.3
III. Promoting District and School Development	
59. Adhering to District and School Rule and Procedures	Element IV.4 Element VI.5
60. Participating in District and School Initiatives	Element VI.4

The New York State Teaching Standards

I. Knowledge of Students and Student Learning

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

- Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.
- Element I.2: Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.
- Element I.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.
- Element I.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.
- Element I.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.
- Element I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

II. Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

- Element II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).
- Element II.2: Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.
- Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.
- Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.
- Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.
- Element II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

III. Instructional Practice

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

- Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

- Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.
- Element III.3: Teachers set high expectations and create challenging learning experiences for students.
- Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.
- Element III.5: Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.
- Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

IV. Learning Environment

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

- Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.
- Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.
- Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.
- Element IV.4: Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

V. Assessment for Student Learning

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

- Element V.1: Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.
- Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.
- Element V.3: Teachers communicate information about various components of the assessment system.
- Element V.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.
- Element V.5: Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

VI. Professional Responsibilities and Collaboration

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

- Element VI.1: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

- Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.
- Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.
- Element VI.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.
- Element VI.5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

VII. Professional Growth

Teachers set informed goals and strive for continuous professional growth.

- Element VII.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.
- Element VII.2: Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.
- Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.
- Element VII.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Research Base and Validation Studies on the Marzano Causal Teacher Evaluation Model, April 2011

The Marzano Causal Teacher Evaluation Model² (Marzano Teacher Evaluation Model) is based on a number of previous, related works that include: *What Works in Schools* (Marzano, 2003), *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading that Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

- Domain 1: Classroom Strategies and Behaviors
- Domain 2: Preparing and Planning
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

The four domains include 60 elements: 41 elements in Domain 1, eight elements in Domain 2, five elements in Domain 3 and six elements in Domain 4. For a detailed discussion of these elements see *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

Domain 1 contains 41 elements (5 + 18 + 18); **Domain 2** contains eight elements (3 + 2 + 3); **Domain 3** contains five elements (3 + 2); and **Domain 4** contains six elements (2 + 2 + 2). Given that 41 of the 60 elements in the model are from Domain 1, the clear emphasis in the Marzano model is what occurs in the classroom—the strategies and behaviors teachers use to enhance student achievement. This emphasis differentiates it from some other teacher evaluation models.

Teacher status and growth can be assessed in each component of the model in a manner that is consistent with the New York State Teaching Standards guidelines and the requirements of Race to the Top initiative.

The Research Base from which the Model was Developed

Each of the works cited above from which the Marzano Teacher Evaluation Model was developed report substantial research on the elements they address. For example, *The Art and Science of Teaching* includes more than 25 tables reporting the research on the various elements of Domain 1. These tables report the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, more than 5,000 studies (i.e., effect sizes) are covered in the tables representing research over the last five decades. The same can be said for the other titles listed above. Thus, one can say that the model was initially based on thousands of studies that span multiple decades and these studies were chronicled and catalogued in books that have been widely disseminated in the United States. Specifically, more than 2,000,000 copies of the books cited above have been purchased and disseminated to K-12 educators across the United States.

² © 2011 Robert J. Marzano. The Marzano Causal Teacher Evaluation Model can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International® www.MarzanoEvaluation.com

Experimental/Control Studies

Perhaps one of the more unique aspects of the research on the Marzano Teacher Evaluation Model is that a growing number of experimental/control studies have been conducted by practicing teachers on the effectiveness of specific strategies in their classrooms. This is unusual in the sense that these studies are designed to establish a direct causal link between elements of the model and student achievement. Studies that use correlation analysis techniques (see next section) can establish a link between elements of a model and student achievement; however, causality cannot be easily inferred. Other evaluation models currently used throughout the country only have correlational data regarding the relationship between their elements and student achievement.

To date, more than 300 experimental/control studies have been conducted. Those studies involved more than 14,000 students and 300 teachers across 38 schools in 14 districts. The average effect size for strategies addressed in the studies was .42, with some studies reporting effect sizes of 2.00 and higher. An average effect size of .42 is associated with a 16 percentile point gain in student achievement. Stated differently: on the average, when teachers used the classroom strategies and behaviors in the Marzano Teacher Evaluation Model, their typical student achievement increased by 16 percentile points. However, greater gains (i.e., those associated with an effect size of 2.00) can be realized if specific strategies are used in specific ways.

Correlational Studies

As mentioned above, correlational studies are the most common approach to examining the validity of an evaluation model. Such studies have been and continue to be conducted, on various elements of the Marzano Teacher Evaluation Model. For example, a study was recently conducted in Oklahoma as a part of an examination of elements related to student achievement in K-12 schools (see *What Works in Oklahoma Schools: Phase I Report* and *What Works in Oklahoma Schools: Phase II Report*, by Marzano Research Laboratory, 2010 and 2011 respectively). Those studies involved 61 schools, 117 teachers and more than 13,000 K-12 students. Collectively, those reports indicate positive relationships with various elements of the Marzano Teacher Evaluation Model across the domains. Specific emphasis was placed on Domain 1, particularly in the Phase II report. Using state mathematics and reading test data, 96% of the 82 correlations (i.e., 41 correlations for mathematics and 41 for reading) were found to be positive with some as high as .40 and greater. A .40 correlation translates to an effect size (i.e., standardized mean difference) of .87 which is associated with a 31 percentile point gain in student achievement. These studies also aggregated data across the nine design questions in Domain 1. All correlations were positive for this aggregated data. Seven of those correlations ranged from .33 to .40. These correlations translate into effect sizes of .70 and higher. High correlations such as these were also reported for the total number of Domain 1 strategies teachers used in a school. Specifically, the number of Domain 1 strategies teachers used in school had a .35 correlation with reaching proficiency and a .26 correlation with mathematics proficiency.

Technology Studies

Another unique aspect of the research conducted on the Marzano Teacher Evaluation Model is that its effects have been examined in the context of technology. For example, a two-year study was conducted in part to determine the relationship between selected elements from Domain 1 and the effectiveness of interactive whiteboards in enhancing student achievement (see *Final Report: A Second Year Evaluation Study of Promethean ActivClassroom*, Haystead and Marzano, 2010). In all, 131 experimental/control studies were conducted across the spectrum of grade levels. Selected elements of

Domain 1 were correlated with the effect sizes for use of the interactive whiteboards. All correlations for Domain 1 elements were positive with some as high as .70. This implies that the effectiveness of the interactive whiteboards as used in these 131 studies was greatly enhanced by the use of Domain 1 strategies.

Summary

In summary, the Marzano Teacher Evaluation Model was designed using literally thousands of studies conducted over the past five decades and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted that establish a more direct causal linkage with enhanced student achievement that can be made with other types of data analysis. Correlation studies, the more typical approach to examining the viability of a model, have also been conducted and indicate positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the Marzano Teacher Evaluation Model has been studied as to its effects on the use of technology (e.g., interactive whiteboards) and found to be highly correlated with the effectiveness of that technology.

References

- Haystead, M. W. & Marzano, R.J. (2010). *Final Report: A Second Year Evaluation Study of Promethean ActivClassroom*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com).
- Haystead, M. W. & Marzano, R.J. (2010). *Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on instructional Strategies*. Englewood, CO.
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- Marzano, R.J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom Management that Works*. Alexandria, VA: ASCD.
- Marzano Research Laboratory. (2010). *What Works in Oklahoma Schools: Phase I Report*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com).
- Marzano Research Laboratory. (2011). *What Works in Oklahoma Schools: Phase II Report*. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com).

Teacher Improvement Plan

Name of Teacher

School Building _____ Academic Year _____

Deficiency that promulgated the "ineffective" or "developing" performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and teacher initial each date to confirm the meeting):

December :

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Principal is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the principal and teacher with the opportunity for the teacher to attach comments.

Scores will be based on the state developed 20 point HEDI Scale. Scales will be adjusted if the 0-15 Value Added Measure is approved.

Value Added Scale

Highly Effective			Effective					Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	90-95	85-89	80-84	74-79	68-73	63-67	57-62	55-56	52-54	48-51	44-47	40-43	38-39	36-37	< or = 35

HEDI Distribution Scale

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

Observation Conversion Rubric

HEIDI	Conversion	Level	HEIDI	Conversion	Level
41	3.8-4.0	Highly Effective	20	1.37	Ineffective
40	3.5-3.7	Highly Effective	19	1.35	Ineffective
39	3.0-3.4	Effective	18	1.33	Ineffective
38	2.5-2.9	Effective	17	1.31	Ineffective
37	2.4	Developing	16	1.29	Ineffective
36	2.3	Developing	15	1.27	Ineffective
35	2.2	Developing	14	1.25	Ineffective
34	2.1	Developing	13	1.23	Ineffective
33	2.0	Developing	12	1.21	Ineffective
32	1.9	Developing	11	1.19	Ineffective
31	1.8	Developing	10	1.17	Ineffective
30	1.7	Developing	9	1.15	Ineffective

29	1.6	Developing	8	1.13	Ineffective
28	1.55	Developing	7	1.11	Ineffective
27	1.5	Developing	6	1.09	Ineffective
26	1.49	Ineffective	5	1.07	Ineffective
25	1.47	Ineffective	4	1.05	Ineffective
24	1.45	Ineffective	3	1.03	Ineffective
23	1.43	Ineffective	2	1.01	Ineffective
22	1.41	Ineffective	1	1.005	Ineffective
21	1.39	Ineffective	0	1.00	Ineffective

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Portfolio of School Documents

HEIDI	% Complete	Level
15	95-100	Highly Effective
14	90-94	Highly Effective
13	88-89	Effective
12	84-87	Effective
11	81-83	Effective
10	78-80	Effective
9	75-77	Effective
8	73-74	Effective
7	72	Developing
6	71	Developing
5	70	Developing
4	68-69	Developing
3	65-67	Developing

2	33-64	Ineffective
1	1-32	Ineffective
0	0	Ineffective

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Survey of Faculty

HEIDI	Level
3.5 - 4.0	Highly Effective
2.5 - 3.4	Effective
1.5 - 2.4	Developing
0 - 1.4	Ineffective

!

Principal improvement Plan

Name of Principal

School Building_____ Academic Year

Deficiency that promulgated the "ineffective" or "developing" performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December :

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

James J. Stabile 4-25-14

Teachers Union President Signature: Date:

Monica McRoy 4/25/14

Administrative Union President Signature: Date:

Dr. CR 4/25/14

Board of Education President Signature: Date:

William DeDe 4-25-14