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

Commissioner of Education
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August 30, 2013

Revised

Dr. Deborah L. Fox, Superintendent
Livingston Manor Central School District
19 School Street
Livingston Manor, NY 12758

Dear Superintendent Fox:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Larry Thomas

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, June 18, 2012
Updated Thursday, August 29, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 591302040000

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

591302040000

1.2) School District Name: LIVINGSTON MANOR CSD

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

LIVINGSTON MANOR CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Submission of material changes to an approved APPR plan

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

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

Annual (2012-13)

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

Created Monday, June 18, 2012
Updated Friday, August 30, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher teams in collaboration with and approval by the principal will examine baseline data and set individual student growth targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student growth targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 89% or more of all the students reaching their individual student growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student growth targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher teams in collaboration with and approval by the principal will examine baseline data and set individual student growth targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 89% or more of all the students reaching their individual student growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student growth targets.

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	The Livingston Manor Central School District developed a grade 6 science assessment.
7	District, regional or BOCES-developed assessment	The Livingston Manor Central School District developed a grade 7 science assessment.

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher teams in collaboration with and approval by the principal will examine baseline data and set individual student growth targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 89% or more of all the students reaching their individual student growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student growth targets.

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	The Livingston Manor Central School District developed a grade 6 social studies assessment.
7	District, regional or BOCES-developed assessment	The Livingston Manor Central School District developed a grade 7 social studies assessment.
8	District, regional or BOCES-developed assessment	The Livingston Manor Central School District developed a grade 8 social studies assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher teams in collaboration with and approval by the principal will examine baseline data and set individual student growth targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 89% or more of all the students reaching their individual student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student growth targets.

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	The Livingston Manor Central School District developed a Global 1 Social Studies assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher teams in collaboration with and approval by the principal will examine baseline data and set individual student growth targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 89% or more of all the students reaching their individual student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student growth targets.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student growth targets.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher teams in collaboration with and approval by the principal will examine baseline data and set individual student growth targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 89% or more of all the students reaching their individual student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student growth targets.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher teams in collaboration with and approval by the principal will examine baseline data and set individual student growth targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 89% or more of all the students reaching their individual student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student growth targets.

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	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 10 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher teams in collaboration with and approval by the principal will examine baseline data and set individual student growth targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student growth targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 89% or more of all the students reaching their individual student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student growth targets.

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
	Art	District, Regional or BOCES-developed	The Livingston Manor Central School District developed a grade and course specific assessment.
	Music	District, Regional or BOCES-developed	The Livingston Manor Central School District developed a grade and course specific assessment.
	Technology	District, Regional or BOCES-developed	The Livingston Manor Central School District developed a course specific assessment.
	Librarian	District, Regional or BOCES-developed	The Livingston Manor Central School District developed a grade and course specific assessment.
	Home & Careers	District, Regional or BOCES-developed	The Livingston Manor Central School District developed a course specific assessment.
	Physical Education	District, Regional or BOCES-developed	The Livingston Manor Central School District developed a grade and course specific assessment.
	Health	District, Regional or BOCES-developed	The Livingston Manor Central School District developed a course specific assessment.
	Foreign Language	District, Regional or BOCES-developed	Sullivan County BOCES developed grade and subject specific assessment
	Special Education K-2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
	Special Education 3-8	State Assessment	NYS Assessments in 3-8 ELA and Math; and NYS Alternate Assessment
	Special Education 9-12	State Assessment	All NYS Regents Assessments; and NYS Alternate Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher teams in collaboration with and approval by the principal will examine baseline data and set individual student growth targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 89% or more of all the students reaching their individual student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student growth targets.

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/5364/143575-TXEtxx9bQW/APPR LMCS 20 Point Conversion Teachers Chart 2012 Revised.docx

2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

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

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable

growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teacher teams in collaboration with and with the approval of the principal will set individual student achievement targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student achievement targets. Our district will use the 20 pt. conversion chart located at 3.13 at the time value added is not being utilized.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 89% of all students reaching their individual student achievement targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student achievement targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student achievement targets.

3.2) Grades 4-8 Math

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

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

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.	Teacher teams in collaboration with and with the approval of the principal will set individual student achievement targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student achievement targets. Our district will use the 20 pt. conversion chart located at 3.13 at the time value added is not being utilized.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 89% of all students reaching their individual student achievement targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student achievement targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student achievement targets.

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/5139/237355-rhJdBgDruP/APPR LMCS 15 Point Conversion Local Measure Chart 2012 01-04-13_1.pdf

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher teams in collaboration with and with the approval of the principal will set individual student achievement targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 89% of all students reaching their individual student achievement targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student

grade/subject.	achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student achievement targets.

3.5) Grades K-3 Math

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

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

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.	Teacher teams in collaboration with and with the approval of the principal will set individual student achievement targets. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 89% of all students reaching their individual student achievement targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student achievement targets.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student achievement targets.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)

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.	Teacher teams in collaboration with and with the approval of the principal will set individual student achievement targets. HEDI points will be assigned to teachers based on the percentage of students schoolwide who meet their individual student achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 89% of all students reaching their individual student achievement targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student achievement targets.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.	Teacher teams in collaboration with and with the approval of the principal will set individual achievement targets for the students. HEDI points will be assigned to teachers based on the percentage of students schoolwide who meet their individual student achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 89% of all students reaching their individual student achievement targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student achievement targets.

3.8) High School Social Studies

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

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

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

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.	Teacher teams in collaboration with and with the approval of the principal will set individual achievement targets for the students. HEDI points will be assigned to teachers based on the percentage of students schoolwide who meet their individual student achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 89% of all students reaching their individual student achievement targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student

grade/subject.	achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student achievement targets.

3.9) High School Science

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

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

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

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.	Teacher teams in collaboration with and with the approval of the principal will set individual achievement targets for the students. HEDI points will be assigned to teachers based on the percentage of students schoolwide who meet their individual student achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 89% of all students reaching their individual student achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student achievement targets.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student achievement targets.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Geometry	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Algebra 2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher teams in collaboration with and with the approval of the principal will set individual achievement targets for the students. HEDI points will be assigned to teachers based on the percentage of students who meet their individual student achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 89% of all students reaching their individual student achievement targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student achievement targets.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment

Grade 9 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 10 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 11 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher teams in collaboration with and with the approval of the principal will set individual achievement targets for the students. HEDI points will be assigned to teachers based on the percentage of students who meet their individual achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 89% of all students reaching their individual student achievement targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student achievement targets.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Art	6(ii) School wide measure computed locally	Measures of Academic Progress ELA
	Music	6(ii) School wide measure computed locally	Measures of Academic Progress ELA
	Foreign Language	6(ii) School wide measure computed locally	Measures of Academic Progress ELA
	Physical Education	6(ii) School wide measure computed locally	Measures of Academic Progress ELA and Math
	Health	6(ii) School wide measure computed locally	Measures of Academic Progress ELA and Math
	Home & Careers	6(ii) School wide measure computed locally	Measures of Academic Progress ELA and Math
	Technology	6(ii) School wide measure computed locally	Measures of Academic Progress ELA and Math
	Librarian	6(ii) School wide measure computed locally	Measures of Academic Progress ELA

	Special Education K-2	6(ii) School wide measure computed locally	Measures of Academic Progress (Primary Grades)
	Special Education 3-12	6(ii) School wide measure computed locally	Measures of Academic Progress ELA and Math

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.	Teacher teams in collaboration with and with the approval of the principal will set individual achievement targets for the students. HEDI points will be assigned to teachers based on the percentage of students schoolwide who meet their individual student achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 89% of all students reaching their individual student achievement targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 88% of all students reaching their individual student achievement targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 39% and 64% of all students reaching their individual student achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 0 and 38% of all students reaching their individual student achievement targets.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/237355-y92vNseFa4/APPR LMCS 20 Point Conversion Teachers Chart 2012 Revised.docx

3.14) Locally Developed Controls

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

None

3.15) Teachers with More Than One Locally Selected Measure

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

The district evaluators will assess the results of each measure separately, arriving at a HEDI rating and point value using the appropriate chart. In the case of teacheres that have multiple measures, each measure must be weighted proportionately based on the number of students included in locally selected measure. In the case of MS/HS teachers and special area teachers, many local assessments are group goals that will be weighted aproportionately based on the number of students enrolled in each course/grade level included.

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 Friday, November 16, 2012
Updated Thursday, August 29, 2013

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4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

na

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	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, 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 weighted average of the six domains of teaching proficiency scores will result in a single number that will be translated into the HEDI ratings. The final score will be between 1-4 points converted to a HEDI rating per chart above. This score will be the teacher’s final point score for the other measures portion of the APPR. The following weighted system will be used to derive the HEDI rating.

A. Planning and Preparation for Learning X 3
B. Classroom Management X 2
C. Delivery of Instruction X 2
D. Monitoring, Assessment, and Follow-Up X 3
E. Family and Community Outreach X 1

F. Professional Responsibilities X 2

The total subcomponent score on the Other Measure / Marshall Rubric Section will be divided by 10 to determine a score for each Rubric Section. The score for the Rubric Section will be multiplied by the weight assigned to that section in the chart above to determine a total for the Rubric Section. The totals from each of the Rubric Sections (A.-F.) will be added together and then divided by 13. This will result in a total average rubric score between 1-4.

The NYSUT Conversion Chart (Appendix B) will be used to convert the total average rubric score (1.0 to 4.0) to a HEDI Category (Highly Effective, Effective, Developing or Ineffective) and the Conversion score for the Other Measure-Marshall Rubric (0-60 pts.) to be used to determine the composite effectiveness score.

When compiling the teacher's composite effectiveness score, all remainders will be rounded to whole numbers. In no case will rounding result in movement into a different HEDI band. The final rubric score on the uploaded chart is the minimum score necessary to obtain the corresponding HEDI rating.

Once the observations are completed throughout the year, a single score for all subcomponents will be determined through this process.

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

assets/survey-uploads/5091/237374-eka9yMJ855/APPR LMCS Other Measures Marshall 2012 Revised.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers in this category consistently exceed the district's expectations (see chart).
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category consistently meet the district's expectations (see chart).
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category are apppproaching the district's expectations (see chart).
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category are well below the district's expectations (see chart).

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	0
4.6) Observations of Probationary Teachers | Informal/Short	2
4.6) Observations of Probationary Teachers | Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Monday, June 18, 2012
Updated Monday, December 10, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, November 16, 2012
Updated Friday, August 30, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/237403-Df0w3Xx5v6/APPR LMCS TIP and Feedback 2012 Revised.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of Annual Professional Performance Reviews
A teacher may not start the appeal process prior to receipt of their composite effectiveness score and rating from the district.
• Only tenured teachers may appeal the end of the year APPR.
• Only those teachers rated Ineffective may appeal.
• All appeals commence with the evaluator and end with the Appeals Committee.

• The Appeals Committee's decision is final and binding and not subject to grievance, arbitration, or further review.
• The Appeals process is based on the written record.
• The rating of the evaluator on his or her own APPR is not admissible as a basis for the teacher to appeal his or her own evaluation.
Appeals Process Step One – Professional Discussion
Any formal appeal must be preceded with a professional discussion between the teacher and the evaluator, namely the individual who completed the APPR. Barring extenuating circumstances, a meeting must be held for this purpose within five (5) school days of receiving the final composite score on the APPR, and the teacher shall have the right to be accompanied by a representative of his or her choosing. The teacher's objective in this professional discussion is to review those portions of the APPR evaluation with which the teacher disagrees. At this meeting, the teacher should provide the evaluator with all pertinent documentation or evidence in support of his or her position.
The teacher may only challenge through an appeal the substance of the annual professional performance review, the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012□c and Subpart 30□2 of the Rules of the Board of Regents, the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012□c and Subpart 30□2 of the Rules of the Board of Regents. The teacher may not file multiple appeals regarding the same APPR.
In the professional discussion and throughout the appeals process, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.
Within three (3) school days of the professional discussion, the evaluator shall provide a written decision to the teacher, with a copy concurrently provided to the Superintendent, regarding points of disagreement discussed at that meeting.
Appeals Process Second and Final Step – Formal Appeal to the Appeals Committee
The second and final step in the appeals process would be to file a Formal Appeal in writing to the Appeals Committee. Members of the Appeals Committee shall be made up of: (1) the Superintendent of the District or his or her designee, (2) a Representative of the Association, and (3) the Sullivan County BOCES District Superintendent or his or her designee. The appeal must be made in writing and submitted to the District Clerk.
The Formal Appeal to the Appeals Committee must be filed by the teacher within fifteen (15) school days of receiving the final composite score on the APPR. The Formal Appeal must articulate the particular basis for the appeal putting forth for review only those issues set forth in Section 3012-c of Education Law. All documents and evidence pertinent to the appeal which were earlier submitted by the teacher to his or her evaluator must accompany the appeal. The evaluator may attach to the Formal Appeal any records he or she deems relevant which the teacher may have omitted.
The formal appeal, from the date of receipt by the District Clerk, until its conclusion (with the written finding of the Appeals Committee), is limited to thirty (30) school days unless mutually extended. The time frames referred to herein may be extended by mutual agreement of the parties. The District will ensure that the resolution of any appeal is timely and expeditious in accordance with Education Law §3012□c. The written decision of the Appeals Committee is final and binding and not subject to grievance, arbitration, or further review.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

1. The District will certify Lead Evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation. Lead Evaluators are defined as District administrators.

2. The District will provide training to Evaluators and Lead Evaluators with multiple training dates to be held throughout the school year and will include the seven NYS teaching standards, gathering evidence of instructional practice, and learning how to implement the Marshall Rubric with fidelity.

3. The Instructional Leadership team will conduce bi-monthly meetings to build inter-rater reliability. We will seek additional opportunities through BOCES and other resources to continue to build inter-rater reliability.

4. The District will continue to provide ongoing training for Evaluators and Lead Evaluators with multiple offerings throughout the school year working on more advanced levels of the nine components under 3012-c of Commissioner's Regulation as well as more in-depth work toward interrater reliability.

5. Our Board of Education will recertify each evaluator every year.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, November 16, 2012
Updated Thursday, December 20, 2012

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

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

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

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

Pre K-12
(No response)
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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 setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

none

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, November 16, 2012
Updated Thursday, August 29, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades, ELA and Math)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The principal in collaboration with the superintendent will set achievement targets for the students. HEDI points will be assigned to the principal based on the percentage of students who meet the established individual achievement targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal receiving this designation will have 89% or more of all the students reaching their individual achievement targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal receiving this designation will have between 65% and 88% of all students reaching their individual achievement targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal receiving this designation will have between 39% and 64% of all students reaching their individual achievement targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principal receiving this designation will have between 0 and 38% of all students reaching their individual achievement targets.

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/5366/237417-qBFVOWF7fC/APPR LMCS 15 and 20 Point Conversion Local Measure Charts 2012 Revised.docx

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

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

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

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

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

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

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

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

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

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

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

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

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

None

8.4) Principals with More Than One Locally Selected Measure

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

For principals with multiple locally selected measures, each locally selected measure goal will be weighted proportionately based on the number os students in each grade level and converted using the appropriate conversion chart.

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 Monday, November 19, 2012
Updated Friday, August 30, 2013

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

A. Diagnosis and Planning X 2
B. Priority Management and Communication X 2
C. Curriculum and Data X 2.5
D. Supervision, Evaluation, and Professional Development: X 2.5
E. Discipline and Family Involvement: X 2
F. Management and External Relations: X 2

The total subcomponent score on the Other Measure / Marshall Rubric Section will be divided by 10 to determine a score for each Rubric Section. The score for the Rubric Section will be multiplied by the weight assigned to that section in the chart above to determine a total for the Rubric Section. The totals from each of the Rubric Sections (A.-F.) will be added together and then divided by 13. This will result in a total average rubric score between 1-4.

The Conversion Chart will be used to convert the total average rubric score (1.0 to 4.0) to a HEDI Category (Highly Effective, Effective, Developing or Ineffective) and the Conversion score for the Other Measure-Marshall Principal Evaluation Rubric (0-60 pts.) to be used to determine the composite effectiveness score.

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

PRINCIPAL APPR COMPOSITE EFFECTIVENESS SCORE

When compiling the principal's composite effectiveness score, all remainders will be rounded to whole numbers. In no case will rounding result in movement into a different HEDI band. The final rubric score on the uploaded chart is the minimum score necessary to obtain the corresponding HEDI rating.

Once the observations are completed throughout the year, a single score for all subcomponents will be determined through this process.

SUBCOMPONENT Total Possible Points Principal Score
Growth Measure Up to 25

Local Measure Up to 15 +
Other Measure / Marshall Rubric Up to 60 +
Composite Effectiveness Score 100 Max =

Composite Effectiveness Score

The scores of the three subcomponents (Growth Measure, Local Measure, and Other Measure / Marshall Principal Evaluation Rubric) are then combined into a single composite effectiveness score and an overall quality rating so educators receive one of the following four overall quality ratings with a related composite score:

Highly Effective – overall composite score of 91-100
Effective – overall composite score of 75-90
Developing – overall composite score of 65 – 74
Ineffective – overall composite score of 0 - 64

When compiling the principal's composite effectiveness score, all remainders will be rounded to whole numbers.

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

assets/survey-uploads/5143/241239-pMADJ4gk6R/APPR LMCS Principal Other Measures Marshall 2012 Revised_1.docx

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

Highly Effective: Overall performance and results exceed standards.	The rubric score of 3.5 to 4.0 equals highly effective.
Effective: Overall performance and results meet standards.	The rubric score of 2.5 to 3.4 equals effective.
Developing: Overall performance and results need improvement in order to meet standards.	The rubric score of 1.5 to 2.4 equals developing.
Ineffective: Overall performance and results do not meet standards.	The rubric score of 1.0 to 1.4 equals ineffective.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, November 19, 2012
Updated Thursday, December 13, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, November 19, 2012
Updated Friday, August 30, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/241156-Df0w3Xx5v6/APPR LMCS Principal PIP and Feedback 2012 Revised.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:

Appeals of Annual Professional Performance Reviews

A principal may not start the appeal process prior to receipt of his or her composite effectiveness score and rating from the district.

• Only tenured principals may appeal the end of the year APPR.
• Only those principals rated Ineffective may appeal.

• All appeals commence with the Superintendent and end with the Board of Education.
• The Board of Education's decision is final and binding and not subject to grievance, arbitration, or further review.
• The Appeals process is based on the written record.
• The rating of the Superintendent on his or her own APPR is not admissible as a basis for the principal to appeal his or her own evaluation.

Appeals Process Step One – Professional Discussion

Any formal appeal must be preceded with a professional discussion between the principal and the Superintendent, namely the individual who completed the APPR. Barring extenuating circumstances, a meeting must be held for this purpose within five (5) school days of receiving the final composite score on the APPR, and the principal shall have the right to be accompanied by a representative of his or her choosing. The principal's objective in this professional discussion is to review those portions of the APPR evaluation with which the principal disagrees. At this meeting, the principal should provide the Superintendent with all pertinent documentation or evidence in support of his or her position.

The principal may only challenge through an appeal the substance of the annual professional performance review, the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012□c and Subpart 30□2 of the Rules of the Board of Regents, the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012□c and Subpart 30□2 of the Rules of the Board of Regents. The principal may not file multiple appeals regarding the same APPR.

In the professional discussion and throughout the appeals process, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

Within three (3) school days of the professional discussion, the Superintendent shall provide a written decision to the principal, with a copy concurrently provided to the board of education, regarding points of disagreement discussed at that meeting.

Appeals Process Second and Final Step – Formal Appeal to the Board of Education

The second and final step in the appeals process would be to file a Formal Appeal in writing to the Board of Education. The appeal must be made in writing and submitted to the District Clerk.
The Formal Appeal to the Board of Education must be filed by the principal within fifteen (15) school days of receiving the final composite score on the APPR. The Formal Appeal must articulate the particular basis for the appeal putting forth for review only those issues set forth in Section 3012-c of Education Law. All documents and evidence pertinent to the appeal which were earlier submitted by the principal to the Superintendent must accompany the appeal. The Superintendent may attach to the Formal Appeal any records he or she deems relevant which the principal may have omitted.

The formal appeal, from the date of receipt by the District Clerk, until its conclusion (with the written finding of the Board of Education), is limited to thirty (30) school days unless mutually extended. The time frames referred to herein may be extended by mutual agreement of the parties. The District will ensure that the resolution of any appeal is timely and expeditious in accordance with Education Law §3012□c. The written decision of the Board of Education is final and binding and not subject to grievance, arbitration, or further review.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

1. The District will certify Lead Evaluators as qualified to conduct principal evaluations under 3012-c and Commissioner's Regulation. Lead Evaluators are defined as District administrators.

2. The District will provide training to Evaluators and Lead Evaluators through such organizations as the SC BOCES Evaluator Training Program, the New York State Council of School Superintendents, LEAF Educational Foundation, New York State School Boards Association and other appropriate organizations with multiple training dates to be held throughout the school year. Training will include instruction on implementation of the Marshall Rubric with fidelity, implementation of the My Learning Plan OASYS, the NYS seven teaching standards, and ISLLC standards.

3. The Instructional Leadership team will conduce bi-monthly meetings to build inter-rater reliability. We will seek additional

opportunities through BOCES and other resources to continue to build inter-rater reliability.

4. The District will continue to provide ongoing training for Evaluators and Lead Evaluators through such organizations as the SC BOCES Evaluator Training Program, the New York State Council of School Superintendents, LEAF Educational Foundation, New York State School Boards Association and other appropriate organizations with multiple offerings throughout the school year working on more advanced levels of the nine components under 3012-c of Commissioner's Regulation as well as more in-depth work toward interrater reliability.

5. Our Board of Education will recertify each evaluator every year.

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 Monday, November 19, 2012
Updated Friday, August 30, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/241342-3Uqgn5g9Iu/LMCS APPR District Certification Form 2012 Revised 083013.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.

Growth Measure or Local Measure

The HEDI category for the growth measure will be determined using the 20 point conversion chart below. Teachers with 0-49% of their students covered by State-Provided Growth Measures must develop SLOs, in collaboration with and the approval by the principal, for their growth score. For teachers with SLOs for growth measures, the Student Growth Measures will comprise up to 20 points of the teacher's growth score.

The HEDI category for the local measure will also be determined using the 20 point conversion chart below.

20 Point Conversion Chart																					
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE			
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0	
100-97	96-94	93-89	88-86	85-82	81-77	76	75	74	73-70	69-68	67-65	64-60	59-55	54-52	51-49	48-44	43-39	38-30	29-21	20-0	
			Goal would be for 75% of students to reach their targets.																		
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*																				

LEVEL	Description of Growth	Growth Points
Highly Effective	Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above district expectations.	**18-20**
Effective	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet district expectations.	**9-17**
Developing	Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below district expectations.	**3-8**
Ineffective	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below district expectations.	**0-2**

Local Measures

The K-12 Principal and Teachers with 50-100 percent of their students covered by a State-Provided Growth (SGP) or Value Added (VA) Measure will receive a 25 point growth score from the State.
The HEDI category for the 15-point local measure will be determined using the 15 point conversion chart below.

15 Point Conversion Chart for Local Measure																
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*															
HIGHLY EFFECTIVE			EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0	
100-95	94-89	88-85	84-80	79-77	76-73	72-70	69-65	64-62	61-56	55-51	50-45	44-39	38-30	29-21	20-0	
			Goal would be for 75% of students or teachers to reach their achievement targets.													

Growth Measure or Local Measure

The HEDI category for the growth measure will be determined using the 20 point conversion chart below. Teachers with 0-49% of their students covered by State-Provided Growth Measures must develop SLOs, in collaboration with and the approval by the principal, for their growth score. For teachers with SLOs for growth measures, the Student Growth Measures will comprise up to 20 points of the teacher's growth score.

The HEDI category for the local measure will also be determined using the 20 point conversion chart below.

20 Point Conversion Chart																					
HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE			
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0	
100-97	96-94	93-89	88-86	85-82	81-77	76	75	74	73-70	69-68	67-65	64-60	59-55	54-52	51-49	48-44	43-39	38-30	29-21	20-0	
			Goal would be for 75% of students to reach their targets.																		
Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*																				

LEVEL	Description of Growth	Growth Points
Highly Effective	Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above district expectations.	**18-20**
Effective	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet district expectations.	**9-17**
Developing	Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below district expectations.	**3-8**
Ineffective	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below district expectations.	**0-2**

Other Measure / Marshall Rubric

The covered teacher's performance will be assessed using multiple measures grounded in the NYS Teaching Standards. The Marshall Rubric will be used to assess teachers' professional practice. Evidence for the APPR will come from teacher self-evaluation, mini-observations, teacher created materials, and other resources provided by the teacher and/or District. The responsibility for gathering evidence of teachers' performance is shared by the teachers and administration. Both must demonstrate a commitment to providing a complete and accurate picture of a teacher's professional performance.

60 points will be determined from the Marshall Rubric as follows:

1. Overview of Marshall Rubric
    a. For 2012-13 between 2 and 3 Mini-observations annually, thereafter 6 Mini-observations annually, between the first day of school and the end-of-the-year APPR meeting between the teacher and the evaluator.
    b. Mini-observations shall typically be unannounced.
    c. Mini-observations shall be a minimum of 10 minutes each.
    d. To the extent possible, Mini-observations will be randomized within the instructional period (some beginning, middle, and end) and paced throughout the school year.
    e. Feedback following mini-observations will be provided through face-to-face meetings of evaluator and teacher.
    f. A succinct summary of feedback meetings will be provided by the evaluator to the teacher through the record maintenance system selected by the District.
    g. The Marshall APPR Rubric will document planning for instruction, contacts and relationships with parents, professional development, professional contributions, professional attributes and behaviors such as reliability, judgment, integrity, team work and collaboration, cooperation, promptness, attendance record, quality of student assessments, quality of homework, among other factors.
    h. Use of student data to inform professional practice will also be factored.

2. Self-Evaluation, Goals, and APPR Meeting

    a. In September each teacher will receive and review the Marshall Teacher Evaluation Rubric for the purpose of self-evaluation.
    b. Using these rubrics, District annual goals, achievement results from the prior year, and the prior year's APPR, the teacher will formulate a minimum of three (3) professional / instructional goals for the school year.
    c. By November 1st, the teacher will meet with the evaluator to discuss his or her goals for the school year.
    d. Between May 15th and the end of the school year, the teacher and evaluator will meet for the final APPR review. The teacher will bring a completed Marshall Rubric as a self-evaluation which will be compared to APPR completed by the evaluator. If there are discrepancies, the teacher will be given three (3) days to provide evidence to substantiate his or her position. The teacher will also bring and review with the evaluator his or her written self-evaluation and reflection based on the previously-established goals for the school year.

3. Each teacher will receive a final point score on the Marshall Rubric aligning to the HEDI rating as follows:

HEDI CATEGORY RATING	Description of Teacher Standards	Final Point Score
Highly Effective	Overall performance and results exceed standards.	**3.5-4.0**
Effective	Overall performance and results meet standards.	**2.5-3.4**
Developing	Overall performance and results need improvement in order to meet standards.	**1.5-2.4**
Ineffective	Overall performance and results do not meet standards.	**1.4 or less**

4. The weighted average of the six domains of teaching proficiency scores will result in a single number that will be translated into the HEDI ratings. The final score will be between 1-4 points converted to a HEDI rating per chart above. This score will be the teacher's final point score for the other measures portion of the APPR. The following weighted system will be used to derive the HEDI rating:

Other Measure - Marshall Rubric Point Conversion to the NYS six domains Rating Categories	
Rubric Section	**Weight**
A. Planning and Preparation for Learning	X 3
B. Classroom Management	X 2
C. Delivery of Instruction	X 2
D. Monitoring, Assessment, and Follow-Up	X 3
E. Family and Community Outreach	X 1
F. Professional Responsibilities	X 2

Other Measure / Marshall Rubric Conversion Process

The total subcomponent score on the Other Measure / Marshall Rubric Section will be divided by 10 to determine a score for each Rubric Section. The score for the Rubric Section will be multiplied by the weight assigned to that section in the chart above to determine a total for the Rubric Section. The totals from each of the Rubric Sections (A.-F.) will be added together and then divided by 13. This will result in a total average rubric score between 1-4.

The NYSUT Conversion Chart (Appendix B) will be used to convert the total average rubric score (1.0 to 4.0) to a HEDI Category (Highly Effective, Effective, Developing or Ineffective) and the Conversion score for the Other Measure-Marshall Rubric (0-60 pts.) to be used to determine the composite effectiveness score.

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

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite

Teacher Evaluation Rubrics

by Kim Marshall – Revised August 21, 2011

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:
   A. Planning and Preparation for Learning
   B. Classroom Management
   C. Delivery of Instruction
   D. Monitoring, Assessment, and Follow-Up
   E. Family and Community Outreach
   F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:
   4 – Highly Effective
   3 – Effective
   2 – Improvement Necessary
   1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 weeks followed by face-to-face conversations are the best way for supervisors to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to concerns. For a detailed account of the development of these rubrics and their broader purpose, see Kim Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009).

3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here). Performance at the *Does Not Meet Standards* level is clearly unacceptable should lead to dismissal if it is not improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (page 8).

5. Evaluation conferences are greatly enhanced if the supervisor and teacher fill out the rubrics in advance, then meet and compare scores one page at a time. The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Supervisors should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective. For a discussion of the role of student achievement in teacher evaluation, see "Merit Pay or Team Accountability"(Education Week, Sept. 1, 2010) by Kim Marshall.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help teachers improve. The kindest thing a supervisor can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

7. If an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 9).

8. These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating:____ Comments:

B. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with *ad hoc* rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating:____ Comments:

C. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating:____ Comments:

D. Monitoring, Assessment, and Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating:____ Comments:

E. Family and Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming .	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Usees student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating:____ Comments:

F. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade-level and schoolwide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after school activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating:____ Comments:

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

APPENDIX B

nysut
A Union of Professionals
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Richard C. Iannuzzi, *President*
Andrew Pallotta, *Executive Vice President*
Maria Neira, *Vice President*
Kathleen M. Donahue, *Vice President*
Lee Cutler, *Secretary-Treasurer*

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. There are 4 possible rubric scores in the 1 range (1.1-1.4 since 1=0) and 49 points in that range, so each rubric score is worth approximately 12 points within this category. This calculation was done for each category based on the possible number of rubric scores and the number of sub-component points within each category (rubric points in developing were worth 0.7 point, Effective were worth approximately 0.2 point and Highly Effective were worth .25 point).

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.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Details of Timely and Constructive Feedback Provided to Teachers

Professional Development

The District will support each teacher's development and ensure that all individuals receive appropriate professional development. Everyone within the system should focus on the goal of student achievement as per APPR regulations. The District will identify in a timely manner standard areas that need improvement and will provide opportunities for growth.

Teachers' Growth and Goal-Setting Plan Description

- In September, teachers will receive and review the Marshall Rubric for the purpose of self-evaluation. The teacher will set a minimum of three (3) goals for the year.
- By November 1st, the teacher will meet with the evaluator to discuss his or her goals and develop SLOs for the school year.
- Goals must be tied to the Common Core State Standards and/or adopted rubrics.
- Goals are intended to help all teachers grow professionally.
- The teacher's professional / instructional goals will be summarized by the teacher and the supervisor.

Teacher Improvement Plan (TIP)

The purpose of a TIP is to:

- Improve teacher performance;
- Provide a targeted, intensive assistance process;
- Promote professional growth; and
- Ensure there is an effective teacher in every classroom in the District.

The evaluator shall initiate a TIP for a teacher when he or she receives a rating of developing or ineffective. The evaluator will inform the Superintendent or designee via written report when a TIP is initiated. A copy of said written report will also be provided to the teacher. The report will include:

- A description of the concerns as they relate to the teacher's proficiency in demonstrating the Criteria for Effective Teaching.
- Documentation of previous efforts made by the teacher and evaluator to improve the teacher's performance.

The evaluator, teacher, and a union representative selected by the teacher will work collaboratively to develop, institute and monitor the TIP. Determination of whether the objectives of the TIP are met will be made by the evaluator.

The TIP must include at least the following elements, as reflected in the TIP evaluation sheet.

- A clear identification of the area or areas of the teacher's professional practice that need improvement.
- The differentiated activities and action steps designed to support improvement in the identified area(s) in need of improvement.
- A timeline for achieving improvement.
- The manner by which the improvement will be assessed, including evidence, data, documents, and/or other factors used in that assessment.
- A clear statement of the additional support and assistance that the teacher will receive.

The following Teacher Improvement Plan will be used in developing, monitoring, and evaluating the TIP.

Alternative to Mini-Observations

Following three mini-observations, should a teacher be deemed developing or ineffective, a full-period observation will be completed by the evaluator. The full-period observation shall be unannounced. A post-

observation conference will be held within five school days to review the observation and determine whether all aspects of the observation were satisfactory. At such conference the evaluator will determine whether remaining observations for the school year will be done through mini- or full-period observations. A Teacher Improvement Plan may be initiated by the evaluator if appropriate.

TEACHER IMPROVEMENT PLAN FORM

(To be completed jointly by the teacher, evaluator, and union representative selected by the teacher.)

Teacher Name			**Grade Level or Subject Area**		
Area(s) Needing Improvement: A. Planning and Preparation for Learning B. Classroom Management C. Delivery of Instruction D. Monitoring, Assessment, and Follow Up E. Family and Community Outreach F. Professional Responsibilities	**Action Steps (Detailed Description)**	**Timeline for Completion**	**Evidence**	**Satisfactory Progress** **YES or NO**	**Action Steps Completed YES or NO**
TIP Satisfied?	**YES ☐ or**	**If NO, recommendations must be specified in the evaluator**			

	NO ☐	**comments below.**

Teacher Comments:

Evaluator Comments:

Teacher Signature:	**Date:**	**Evaluator Signature:**	**Date:**

Details of Timely and Constructive Feedback Provided to Principals

Professional Development

The District will support each principal's development and ensure that all individuals receive appropriate professional development. Everyone within the system should focus on the goal of student achievement as per APPR regulations. The District will identify in a timely manner standard areas that need improvement and will provide opportunities for growth.

Principal's Growth and Goal-Setting Plan Description

SEE: Self-Evaluation, Goals, and APPR Meeting

Principal Improvement Plan (PIP)

The purpose of a PIP is to:

- Improve principal performance;
- Provide a targeted, intensive assistance process;
- Promote professional growth; and
- Ensure there is an effective principal in every building in the District.

The Superintendent will initiate a PIP when a principal receives a rating of developing or ineffective. The PIP will include:

- A description of the concerns as they relate to the principal's proficiency in demonstrating the Criteria for Effective Leadership.
- Documentation of previous efforts made by the principal and Superintendent to improve the principal's performance.

The Superintendent and principal will work collaboratively to develop, institute and monitor the PIP. Determination of whether the objectives of the PIP are met will be made by the Superintendent.

The PIP must include at least the following elements, as reflected in the PIP evaluation sheet.

- A clear identification of the area or areas of the principal's professional practice that need improvement.
- The differentiated activities and action steps designed to support improvement in the identified area(s) in need of improvement.
- A timeline for achieving improvement.
- The manner by which the improvement will be assessed, including evidence, data, documents, and/or other factors used in that assessment.
- A clear statement of the additional support and assistance that the principal will receive.

The following Principal Improvement Plan will be used in developing, monitoring, and evaluating the PIP.

PRINCIPAL IMPROVEMENT PLAN FORM

(To be completed jointly by the principal and Superintendent.)

Principal's Name			**Supervisory Responsibility:** **(elementary, middle or high school)**		
Area(s) Needing Improvement	**Action Steps (Detailed Description)**	**Timeline for Completion**	**Evidence**	**Satisfactory Progress** **YES or NO**	**Action Steps Completed YES or NO**
PIP Satisfied?	**YES ☐ or NO ☐**	**If NO, recommendations must be specified in the Superintendent's comments below.**			

Principal's Comments:			
Superintendent's Comments:			
Principal Signature:	**Date:**	**Superintendent Signature:**	**Date:**

Other Measure / Marshall Rubric

The covered principal's performance will be assessed using multiple measures grounded in the ISLLC Standards. The Marshall Rubric will be used to assess principal's professional practice. Evidence for the APPR will come from principal self-evaluation, supervisor observation, principal created materials or reports, and other resources provided by the principal and/or District. The responsibility for gathering evidence of principal's performance is shared by the principal and administration. Both must demonstrate a commitment to providing a complete and accurate picture of a principal's professional performance.

60 points will be determined from the Marshall Principal Evaluation Rubric as follows:

1. Overview of Marshall Principal Evaluation Rubric
    a. Between July 1 and June 30 annually, the Superintendent will meet 2-4 times throughout the year to review professional goals and performance as aligned to support the district, Superintendent, and principal's goals.
    b. Feedback following professional conferences relating to evaluation or goal setting will be provided through face-to-face meetings of Superintendent and principal.
    c. A succinct summary of feedback meetings will be provided by the Superintendent to the principal through the record maintenance system selected by the District.
    d. The Marshall Principal Evaluation Rubric will document professional leadership components for evaluation.
    e. Use of student data to inform professional practice will also be factored.

2. Self-Evaluation, Goals, and APPR Meeting

    a. In July annual each principal will receive and review the Marshall Principal Evaluation Rubric for the purpose of self-evaluation.
    b. Using these rubrics, District annual goals, achievement results from the prior year, and the prior year's APPR, the principal will formulate a minimum of three (3) professional goals for the school year.
    c. By September 1st, the principal will meet with the Superintendent to discuss his or her goals for the school year.
    d. Between May 15th and the end of the school year, the principal and Superintendent will meet for the final APPR review. The principal will bring a completed Marshall Principal Evaluation Rubric as a self-evaluation which will be compared to Marshall Principal Evaluation Rubric completed by the Superintendent. The two will be compared and discussed as part of the meeting for the final APPR review.
3. Each principal will receive a final point score on the Marshall Principal Evaluation Rubric aligning to the HEDI rating as follows:

HEDI CATEGORY RATING	Description of Principal Standards	Final Point Score
Highly Effective	Overall performance and results exceed standards.	**3.5-4.0**
Effective	Overall performance and results meet standards.	**2.5-3.4**
Developing	Overall performance and results need improvement in order to meet standards.	**1.5-2.4**
Ineffective	Overall performance and results do not meet standards.	**1.4 or less**

4. The weighted average of the six domains of principal proficiency scores will result in a single number that will be translated into the HEDI ratings. The final score will be between 1-4 points converted to a HEDI rating per chart above. This score will be the principal's final point score for the other measures portion of the APPR. The following weighted system will be used to derive the HEDI rating:

Other Measure - Marshall Rubric Point Conversion to the NYS six domains Rating Categories	
Rubric Section	**Weight**
A. Diagnosis and Planning	X 2.5
B. Priority Management and Communication	X 2.5
C. Curriculum and Data	X 2.5
D. Supervision, Evaluation, and Professional Development	X 2.5
E. Discipline and Parental Involvement	X 1.5
F. Management and External Relations	X 1.5

Other Measure / Marshall Rubric Conversion Process

The total subcomponent score on the Other Measure / Marshall Rubric Section will be divided by 10 to determine a score for each Rubric Section. The score for the Rubric Section will be multiplied by the weight assigned to that section in the chart above to determine a total for the Rubric Section. The totals from each of the Rubric Sections (A.-F.) will be added together and then divided by 13. This will result in a total average rubric score between 1-4.

The Conversion Chart will be used to convert the total average rubric score (1.0 to 4.0) to a HEDI Category (Highly Effective, Effective, Developing or Ineffective) and the Conversion score for the Other Measure-Marshall Principal Evaluation Rubric (0-60 pts.) to be used to determine the composite effectiveness score.

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

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite

Principal Evaluation Rubrics

by Kim Marshall – Revised August 21, 2011

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:
   A. Diagnosis and Planning
   B. Priority Management and Communication
   C. Curriculum and Data
   D. Supervision, Evaluation, and Professional Development
   E. Discipline and Parent Involvement
   F. Management and External Relations

The rubrics use a four-level rating scale with the following labels:
   4 – Highly Effective
   3 – Effective
   2 – Improvement Necessary
   1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

3. The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs (see page 9 for a sample).

A. Diagnosis and Planning

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. Target	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. Theory	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.
g. Strategy	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recyles the previous year's cumbersome, non-accountable strategic plan.
h. Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
i. Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
j. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

Overall rating:____ Comments:

B. Priority Management and Communication

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
f. Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

Overall rating:____ Comments:

C. Curriculum and Data

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
f. Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. Causes	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks that data meetings go beyond *what* students got wrong and delve into *why*.	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
j. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Overall rating:____ Comments:

D. Supervision, Evaluation, and Professional Development

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. Evaluation	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

Overall rating:____ Comments:

E. Discipline and Family Involvement

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
h. Conferences	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Communication	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Safety-net	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Overall rating:____ Comments:

F. Management and External Relations

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Strategies	Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.	Explores macro strategies that might improve achievement.	Plays it safe and sticks with the status quo.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Overall rating:____ Comments:

Evaluation Summary Page

Principal's name: _____ School year: _____

School: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Diagnosis and Planning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Priority Management and Communication:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Curriculum and Data:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Supervision, Evaluation, and Professional Development:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Discipline and Parent Involvement:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Management and External Relations:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY ADMINISTRATOR:

Supervisor's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

APPENDIX B

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

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Local Measures 15 and 20 Point Conversion Charts

15 Point Conversion Chart for Local Measures

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95	94-89	88-85	84-80	79-77	76-73	72-70	69-65	64--62	61-56	55-51	50-45	44-39	38-30	29-21	20 - 0
		Goal would be for 75% of students or teachers to reach their achievement targets.													

20 Point Conversion Chart for Local Measures

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-94	93-89	88-86	85-82	81-77	76	75	74	73-70	69-68	67-65	64-60	59-55	54-52	51-49	48-44	43-39	38-30	29-21	20-0
			Goal would be for 75% of students to reach their targets.																	

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: **Date:** 08/30/13

Deborah L. Fox

DEBORAH L. FOX

Teachers Union President Signature: **Date:** 08/30/13

Mari A. Rogers

MARI ROGERS

Administrative Union President Signature: **Date:**

NO ADMINISTRATIVE UNION

Board of Education President Signature: **Date:** 08/30/13

Jason Gorr

JASON GORR