



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

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Commissioner of Education  
President of the University of the State of New York  
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January 26, 2015

**Revised**

Susan Guiney, Superintendent  
Mount Pleasant Central School District  
825 West Lake Drive  
Thornwood, NY 10594

Dear Superintendent Guiney:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

c: Harold Coles

**NOTE:**

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

# Annual Professional Performance Reviews

Created Wednesday, February 05, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number :

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

660801060000

#### 1.2) School District Name:

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

Mt. Pleasant Central School District

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Wednesday, February 05, 2014

Updated Monday, January 12, 2015

### 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 where there is no State-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See Guidance for more detail on teachers with State-provided measures AND SLOs.)

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3<sup>rd</sup> party assessments; or  
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. Individual growth targets are established by the teacher and approved by the building principal. The number of students meeting or exceeding individual growth targets will be counted and converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above targeted growth levels on district goals. 88-100% = 20 points

85-87% = 19 points

82-84% = 18 points

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Results meet targeted growth levels on district goals.

79-81% = 17 points

76-78% = 16 points

73-75% = 15 points

70-72% = 14 points

67-69% = 13 points

64-66% = 12 points

61-63% = 11 points

58-60% = 10 points

55-57% = 9 points

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Results are below targeted growth levels on district goals.

54% = 8 points

53% = 7 points

52% = 6 points

51% = 5 points

50% = 4 points

49% = 3 points

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Results are well below targeted growth levels on district goals.

48% = 2 points

47% = 1 point

0-46% = 0 points

### 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Each teacher will develop SLOs with pre and post assessments. Individual growth targets are established by the teacher and approved by the building principal. The number of students

2.11, below.	meeting or exceeding individual growth targets will be counted and converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above targeted growth levels on district goals. 88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well below targeted growth levels on district goals. 48% = 2 points 47% = 1 point 0-46% = 0 points

## 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	Mt. Pleasant CSD-developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Mt. Pleasant CSD-developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Each teacher will develop SLOs with pre and post assessments. Individual growth targets are established by the teacher and approved by the building principal. The number of students
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2.11, below.	meeting or exceeding individual growth targets will be counted and converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above targeted growth levels on district goals. 88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well below targeted growth levels on district goals. 48% = 2 points 47% = 1 point 0-46% = 0 points

## 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	Mt. Pleasant CSD-developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Mt. Pleasant CSD-developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Mt. Pleasant CSD-developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. Individual growth targets are established by the teacher and approved by the building principal. The number of students meeting or exceeding individual growth targets will be counted and converted to a percent. The percent will be converted to HEDI.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below targeted growth levels on district goals. 48% = 2 points 47% = 1 point 0-46% = 0 points

## 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	Mt. Pleasant CSD-developed Grade 9 Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. Individual growth targets are established by the teacher and approved by the building principal. The number of students meeting or exceeding individual growth targets will be counted and converted to a percent. The percent will be converted to HEDI.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above targeted growth levels on district goals. 88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet targeted growth levels on district goals. 79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below targeted growth levels on district goals. 48% = 2 points 47% = 1 point 0-46% = 0 points

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. Individual growth targets are established by the teacher and approved by the building principal. The number of students meeting or exceeding individual growth targets will be counted and converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above targeted growth levels on district goals. 88-100% = 20 points 85-87% = 19 points

82-84% = 18 points

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

Results meet targeted growth levels on district goals.

79-81% = 17 points

76-78% = 16 points

73-75% = 15 points

70-72% = 14 points

67-69% = 13 points

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

Results are below targeted growth levels on district goals.

54% = 8 points

53% = 7 points

52% = 6 points

51% = 5 points

50% = 4 points

49% = 3 points

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

Results are well below targeted growth levels on district goals.

48% = 2 points

47% = 1 point

0-46% = 0 points

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

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

Each teacher will develop SLOs with pre and post assessments. Individual growth targets are established by the teacher and approved by the building principal. The number of students meeting or exceeding individual growth targets will be counted and converted to a percent. The percent will be converted to HEDI.

The district will administer only the Common Core Algebra 1 Regents. For Geometry, student in Common Core courses will take both the 2005 Standards and the Common Core Geometry Regents. Teachers will use the higher of the two scores.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above targeted growth levels on district goals. 88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet targeted growth levels on district goals. 79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below targeted growth levels on district goals. 48% = 2 points 47% = 1 point 0-46% = 0 points

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Mt. Pleasant CSD-developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Mt. Pleasant CSD-developed Grade 10 ELA Assessment
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 measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. Individual growth targets are established by the teacher and approved by the building principal. The number of students meeting or exceeding individual growth targets will be counted and converted to a percent. The percent will be converted to
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HEDI.

Please note students in Grade 11 will be completing the NYS Comprehensive English Regents only. Beginning in the 2015-16 school year, students will only take the Common Core ELA Regents.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above targeted growth levels on district goals. 88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet targeted growth levels on district goals. 79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below targeted growth levels on district goals. 48% = 2 points 47% = 1 point 0-46% = 0 points

## 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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All other teachers not named above	District, Regional or BOCES-developed	Mt. Pleasant CSD-developed Course Specific Assessments
Algebra in Grade 8	State Assessment	Common Core Algebra Regents
All teachers of 4-8 ELA and Math	State Assessment	Course specific 4-8 ELA and/or Math State Assessments

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

assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. Individual growth targets are established by the teacher and approved by the building principal. The number of students meeting or exceeding individual growth targets will be counted and converted to a percent. The percent will be converted to HEDI.  For Grade 8 students enrolled in Algebra 1, prior academic history will be used to determine individual growth targets. As long as the ESEA waiver is in effect, students in Grade 8 will only take the Algebra Regents.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above targeted growth levels on district goals. 88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet targeted growth levels on district goals. 79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below targeted growth levels on district goals. 54% = 8 points 53% = 7 points 52% = 6 points 51% = 5 points 50% = 4 points 49% = 3 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below targeted growth levels on district goals. 48% = 2 points 47% = 1 point 0-46% = 0 points

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.

(No response)

## 2.12) Locally Developed Controls

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

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

(No response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created Wednesday, February 05, 2014

Updated Monday, September 08, 2014

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#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 5 ELA Assessment
5	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 5 ELA Assessment
6	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment
7	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment
8	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Mount Pleasant CSD is a partner to the Columbia University Teachers College Reading and Writing Project. As participants in the Project, all students in grades K-8 complete a series of ELA assessments which are scored on a level 1-4 scale aligned to the Common Core State Standards. For each grade
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level, there is an expected level of proficiency (level 3). Given the importance of literacy across all content areas, all teachers in each building will receive a score based on the performance of the students in the culminating grade for an on-demand writing task. In grades 5 and 8 this task will be an evidence-based essay. The number of students meeting or exceeding the target level of proficiency will be converted to a percentage which is then converted to a HEDI score.

In the absence of a value-added measure, the 20-point scales in Tasks 3.4-3.12 will be used.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89-100% = 15 points 86-88% = 14 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 13 points 80-82% = 12 points 76-79% = 11 points 73-75% = 10 points 70-72% = 9 points 67-69% = 8 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-66% = 7 points 61-63% = 6 points 58-60% = 5 points 55-57% = 4 points 52-54% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49-51% = 2 points 46-48% = 1 point 0-45% = 0 points

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 5 ELA Assessment
5	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 5 ELA Assessment
6	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment
7	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment
8	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

The Mount Pleasant CSD is a partner to the Columbia University Teachers College Reading and Writing Project. As participants in the Project, all students in grades K-8 complete a series of ELA assessments which are scored on a level 1-4 scale aligned to the Common Core State Standards. For each grade level, there is an expected level of proficiency (level 3). Given the importance of literacy across all content areas, all teachers in each building will receive a score based on the performance of the students in the culminating grade for an on-demand writing task. In grades 5 and 8 this task will be an evidence-based essay. The number of students meeting or exceeding the target level of proficiency will be converted to a percentage which is then converted to a HEDI score.

In the absence of a value-added measure, the 20-point scales in Tasks 3.4-3.12 will be used.

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

89-100% = 15 points  
86-88% = 14 points

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

83-85% = 13 points  
80-82% = 12 points  
76-79% = 11 points  
73-75% = 10 points  
70-72% = 9 points  
67-69% = 8 points

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

64-66% = 7 points  
61-63% = 6 points  
58-60% = 5 points  
55-57% = 4 points  
52-54% = 3 points

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

49-51% = 2 points  
46-48% = 1 point  
0-45% = 0 points

### 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.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school

year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
  
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Mt. Pleasant CSD-developed Grade 2 ELA Assessment
1	6(ii) School-wide measure computed locally	Mt. Pleasant CSD-developed Grade 2 ELA Assessment
2	6(ii) School-wide measure computed locally	Mt. Pleasant CSD-developed Grade 2 ELA Assessment
3	6(ii) School-wide measure computed locally	Mt. Pleasant CSD-developed Grade 5 ELA Assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The Mount Pleasant CSD is a partner to the Columbia University Teachers College Reading and Writing Project. As participants in the Project, all students in grades K-8 complete a series of ELA assessments which are scored on a level 1-4 scale aligned to the Common Core State Standards. For each grade level, there is an expected level of proficiency (level 3). Given the importance of literacy across all content areas, all teachers in each building will receive a score based on the performance of the students in the culminating grade for an on-demand writing task. In grade 2 this task will be a personal narrative; in grade 5 it will be an evidence-based essay. The number of students meeting or exceeding the target level of proficiency will be converted to a percentage which is then converted to a HEDI score.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>88-100% = 20 points 85-87% = 19 points 82-84% = 18 points</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>54% = 8 points 53% = 7 points 52% = 6 points 51% = 5 points 50% = 4 points 49% = 3 points</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>48% = 2 points 47% = 1 point 0-46% = 0 points</p>

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Mt. Pleasant CSD-developed Grade 2 ELA Assessment
1	6(ii) School-wide measure computed locally	Mt. Pleasant CSD-developed Grade 2 ELA Assessment
2	6(ii) School-wide measure computed locally	Mt. Pleasant CSD-developed Grade 2 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Mount Pleasant CSD is a partner to the Columbia University Teachers College Reading and Writing Project. As participants in the Project, all students in grades K-8 complete a series of ELA assessments which are scored on a level 1-4 scale aligned to the Common Core State Standards. For each grade level, there is an expected level of proficiency (level 3). Given the importance of literacy across all content areas, all teachers in each building will receive a score based on the performance of the students in the culminating grade for an on-demand writing task. In grade 2 this task will be a personal narrative; in grade 5 it will be an evidence-based essay. The number of students meeting or exceeding the target level of proficiency will be converted to a percentage which is then converted to a HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	54% = 8 points 53% = 7 points 52% = 6 points 51% = 5 points 50% = 4 points 49% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	48% = 2 points 47% = 1 point 0-46% = 0 points

### 3.6) Grades 6-8 Science

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

Locally-Selected Measure from List of Approved Measures	Assessment
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6	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment
7	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment
8	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Mount Pleasant CSD is a partner to the Columbia University Teachers College Reading and Writing Project. As participants in the Project, all students in grades K-8 complete a series of ELA assessments which are scored on a level 1-4 scale aligned to the Common Core State Standards. For each grade level, there is an expected level of proficiency (level 3). Given the importance of literacy across all content areas, all teachers in each building will receive a score based on the performance of the students in the culminating grade for an on-demand writing task. In grade 8 this task will be an evidence-based essay. The number of students meeting or exceeding the target level of proficiency will be converted to a percentage which is then converted to a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% = 8 points 53% = 7 points 52% = 6 points 51% = 5 points 50% = 4 points 49% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	48% = 2 points 47% = 1 point 0-46% = 0 points

### 3.7) Grades 6-8 Social Studies

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

Locally-Selected Measure from List of Approved Measures	Assessment
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6	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment
7	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment
8	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Mount Pleasant CSD is a partner to the Columbia University Teachers College Reading and Writing Project. As participants in the Project, all students in grades K-8 complete a series of ELA assessments which are scored on a level 1-4 scale aligned to the Common Core State Standards. For each grade level, there is an expected level of proficiency (level 3). Given the importance of literacy across all content areas, all teachers in each building will receive a score based on the performance of the students in the culminating grade for an on-demand writing task. In grade 8 this task will be an evidence-based essay. The number of students meeting or exceeding the target level of proficiency will be converted to a percentage which is then converted to a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% = 8 points 53% = 7 points 52% = 6 points 51% = 5 points 50% = 4 points 49% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	48% = 2 points 47% = 1 point 0-46% = 0 points

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment
Global 2	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment
American History	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All grade 12 students participate in either a culminating senior internship or an independent research project. These activities are intended to develop leadership skills, problem solving and critical thinking skills, collaborative and presentation skills, as well as written and oral communication and technological skills. Each culminates with a performance assessment which is scored on a level 1-4 scale using a district-developed rubric. Students must achieve a level 3 or high to be considered proficient. All teachers contribute to the required skills, therefore all teachers will receive a score based on these projects. The number of students meeting or exceeding the target level of proficiency will be converted to a percentage which is then converted to a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% = 8 points 53% = 7 points 52% = 6 points 51% = 5 points 50% = 4 points 49% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	48% = 2 points 47% = 1 point 0-46% = 0 points

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment
Earth Science	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment
Chemistry	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment
Physics	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All grade 12 students participate in either a culminating senior internship or an independent research project. These activities are intended to develop leadership skills, problem solving and critical thinking skills, collaborative and presentation skills, as well as written and oral communication and technological skills. Each culminates with a performance assessment which is scored on a level 1-4 scale using a district-developed rubric. Students must achieve a level 3 or high to be considered proficient. All teachers contribute to the required skills, therefore all teachers will receive a score based on these projects. The number of students meeting or exceeding the target level of proficiency will be converted to a percentage which is then converted to a HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% = 8 points 53% = 7 points 52% = 6 points 51% = 5 points 50% = 4 points 49% = 3 points
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	48% = 2 points 47% = 1 point 0-46% = 0 points
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### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment
Geometry	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment
Algebra 2	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All grade 12 students participate in either a culminating senior internship or an independent research project. These activities are intended to develop leadership skills, problem solving and critical thinking skills, collaborative and presentation skills, as well as written and oral communication and technological skills. Each culminates with a performance assessment which is scored on a level 1-4 scale using a district-developed rubric. Students must achieve a level 3 or high to be considered proficient. All teachers contribute to the required skills, therefore all teachers will receive a score based on these projects. The number of students meeting or exceeding the target level of proficiency will be converted to a percentage which is then converted to a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points

55-57% = 9 points

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

54% = 8 points  
53% = 7 points  
52% = 6 points  
51% = 5 points  
50% = 4 points  
49% = 3 points

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

48% = 2 points  
47% = 1 point  
0-46% = 0 points

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Research Assessment

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

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

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

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

All grade 12 students participate in either a culminating senior internship or an independent research project. These activities are intended to develop leadership skills, problem solving and critical thinking skills, collaborative and presentation skills, as well as written and oral communication and technological skills. Each culminates with a performance assessment which is scored on a level 1-4 scale using a district-developed rubric. Students must achieve a level 3 or high to be considered proficient. All teachers contribute to the required skills, therefore all teachers will receive a score based on these projects. The number of students meeting or exceeding the target level of proficiency will be converted to a percentage which is then converted to a HEDI score.

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

88-100% = 20 points  
85-87% = 19 points  
82-84% = 18 points

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	79-81% = 17 points
	76-78% = 16 points
	73-75% = 15 points
	70-72% = 14 points
	67-69% = 13 points
	64-66% = 12 points
	61-63% = 11 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	58-60% = 10 points
	55-57% = 9 points
	54% = 8 points
	53% = 7 points
	52% = 6 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% = 5 points
	50% = 4 points
	49% = 3 points
	48% = 2 points
	47% = 1 point
	0-46% = 0 points

### 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All K-2 teachers not named above	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 2 ELA Assessment
All 3-5 teachers not named above	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 5 ELA Assessment
All 6-8 teachers not named above	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 8 ELA Assessment
All 9-12 teachers not named above	6(ii) School wide measure computed locally	Mt. Pleasant CSD-developed Grade 12 Internship/Reseach Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers of Grades K-8: The Mount Pleasant CSD is a partner to the Columbia University Teachers College Reading and Writing Project. As participants in the Project, all students in grades K-8 complete a series of ELA assessments which are scored on a level 1-4 scale aligned to the Common Core State Standards. For each grade level, there is an expected level of
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proficiency (level 3). Given the importance of literacy across all content areas, all teachers in each building will receive a score based on the performance of the students in the culminating grade (Grade 2, Grade 5 and Grade 8) for an on-demand writing task. Students in Grade 2 write a personal narrative; students in grades 5 and 8 write an evidence-based essay. The number of students meeting or exceeding the target level of proficiency (level 3) will be converted to a percentage which is then converted to a HEDI score.

Teachers of Grades 9-12: All grade 12 students participate in either a culminating senior internship or an independent research project. These activities are intended to develop leadership skills, problem solving and critical thinking skills, collaborative and presentation skills, as well as written and oral communication and technological skills. Each culminates with a performance assessment which is scored on a level 1-4 scale using a district-developed rubric. Students must achieve a level 3 or high to be considered proficient. All teachers contribute to the required skills, therefore all teachers will receive a score based on these projects. The number of students meeting or exceeding the target level of proficiency will be converted to a percentage which is then converted to a HEDI score.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% = 8 points 53% = 7 points 52% = 6 points 51% = 5 points 50% = 4 points 49% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	48% = 2 points 47% = 1 point 0-46% = 0 points

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.

(No response)

### 3.14) Locally Developed Controls

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

(No response)

### 3.15) Teachers with More Than One Locally Selected Measure

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

For teachers with more than one locally selected measure, scores will be weighted according the percentage of students in each grade level or course and these HEDI scores will be averaged into a single HEDI score. Standard rounding rules will apply when determining the final HEDI score, but rounding will not result in a teachers' score moving between HEDI rating categories.

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances   Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances   Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances   If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances   Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Wednesday, February 05, 2014

Updated Friday, August 29, 2014

### Page 1

#### 4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric   Rubric	Danielson's Framework for Teaching (2013 Revised Edition)
Second Rubric, if applicable	(No response)

#### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word )

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

Point values were assigned to all 22 components of the 4 domain Danielson rubric. An internal point conversion system was determined by a District committee and aligned to the State Level Points Band.

A score for each domain will be determined by totaling the points for each scores component from observations, other documented feedback and the teacher’s end-of-year reflection. When multiple sources of feedback/evaluation exist for a given component, the final score for the component will be determined based on the preponderance of documented feedback aligned to the rubric.

A final score will be determined by totaling the scores from each of the four domains. We understand the final score must be a whole number. Normal rounding rules will apply. Rounding will not result in movement to a new HEDI category.

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.

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

Provide the ranges for the 60-point scoring bands.

Highly Effective	56-60
Effective	38-55
Developing	24-37
Ineffective	0-23

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Wednesday, February 05, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	56-60
Effective	38-55
Developing	24-37
Ineffective	0-23

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

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

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

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

# 6. Additional Requirements - Teachers

Created Wednesday, February 05, 2014  
Updated Wednesday, September 24, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/983361-Df0w3Xx5v6/Teacher Improvement Plan April 2014 APPR Submission.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:

#### APPEAL OF EVALUATION:

1. Within ten (10) school days of the receipt of a teacher's annual evaluation or Teacher Improvement Plan Summary, the teacher may request, in writing, review by the original evaluator. In the event that the original evaluator is unable to complete this request, the request will be fulfilled by the

Superintendent within the same time ten (10) school days.

2. The appeal writing shall articulate in detail the basis of the appeal to the original evaluator. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:

- the substance of the annual professional performance review;
- the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
- the school district's adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and
- the school district's issuance and/or implementation of the terms of the teacher improvement plan.

3. The parties herewith acknowledge that unit members shall not be permitted to appeal for any other reason, including, but not limited to, alleged claims of bias, retaliation and/or inequitable application of the evaluation process and/or procedures.

4. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan.

5. Performance ratings of "ineffective" and "developing" are the only ratings subject to appeal for tenured teachers. Teachers who receive a rating of "highly effective," or "effective" shall not be permitted to appeal their rating. A tenured teacher may choose to submit a written rebuttal upon the determination of any "effective rating" if desired, but may not appeal such rating.

6. Within five (5) school days of receipt of the appeal, the original evaluator shall render a determination, in writing, respecting the appeal. In the event that the original evaluator is unable to render a determination, the determination will be rendered by the Superintendent within five (5) school days of receipt of the appeal. The determination rendered by the Superintendent is final.

7. Within five (5) school days of the teacher's receipt of the original evaluator's determination, the teacher may request, in writing, review by the Superintendent of Schools. Failure to articulate a particular basis for the appeal in the appeal writing to the Superintendent of Schools shall be deemed a waiver of that claim and shall not be considered by the Superintendent when his/her determination is rendered. In all other respects said appeal shall be consistent with the requirements set forth in sub-paragraphs two (2) through five (5) above.

8. Within five (5) school days of receipt of the appeal, as practicable, the Superintendent of Schools shall render a final and binding determination, in writing, respecting the appeal.

9. The determination of the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum. The Superintendent shall consult with the MPTA prior to rendering his/her determination. In the event the Superintendent is unable to consult with the MPTA, his/her time to respond shall be extended accordingly.

10. Each annual evaluation may only be appealed once.

11. This APPR Plan shall be reviewed by the parties on or before June 30th of each year.

12. In all cases, the appeals will be timely and expeditious.

#### B. AUTHORITY OF ARBITRATOR:

Any arbitrator appointed pursuant to this contract shall be wholly without authority to consider, apply or interpret any provision of the District's APPR Plan, Section 3012-c of the Education Law, or any Regulation of the Commissioner of Education arising under Section 3012-c of the Education Law, or a dispute arising thereunder, unless the procedures for evaluation set forth in the collective bargaining agreement is violated.

#### C. CONFLICTS:

Nothing contained in this labor agreement shall conflict with, nor be determined to conflict with the annual professional performance review Regulations of the Commissioner of Education which have been and may hereafter be issued, nor with the provisions of Section 3012-c of the Education Law of the State of New York, and any amendments thereto. If it is determined by a final court of competent jurisdiction that a conflict exists, the law and the aforesaid Regulations shall govern.

D. This Agreement shall not serve as a precedent for either of the parties, in any forum.

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

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

Evaluator training and certification for the evaluation of teachers is completed by the Superintendent, the Director of Curriculum and Instruction, the Director of Special Education, Principals and Assistant Principals through the District's ongoing participation with BOCES.

Previously certified Lead Evaluators and Evaluators are periodically recertified on an as-needed basis as determined by the Superintendent.

Training provided by BOCES addresses all 9 elements required by Regents Rules Section 30-2.9(b). Based on availability, District administrators attend workshops at both Southern Westchester BOCES and Putnam/Northern Westchester BOCES. Depending on location, the training to certify new Lead Evaluators and Evaluators ranges from four to six days; training for recertifying Lead Evaluators and Evaluators ranges from two to three days.

In addition to attendance at BOCES workshops, the Superintendent meets on a weekly basis with all Lead Evaluators and Evaluators to discuss topics including evaluation, supporting data (including NYS assessment reports and building level SLOs) and to ensure inter-rater reliability.

The Board of Education certifies new Lead Evaluators and Evaluators and previously certified Lead Evaluators and Evaluators upon receipt of evidence of completion of training.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, February 05, 2014

Updated Monday, January 12, 2015

## Page 1

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

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

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

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

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

3-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

State assessments, required if one exists

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

List of State-approved 3<sup>rd</sup> party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	District, regional, or BOCES-developed	Mt. Pleasant locally developed assessment for Grade 2 ELA and Math
3-12	State assessment	3-8 ELA and/or Math State Assessments and Comprehensive ELA and Common Core Algebra I Regents Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

Each principal will develop SLOs with pre and post assessments that will be approved by the superintendent. The number of students meeting individual growth targets will be counted and converted to a percent. The percent will be converted to a HEDI score.

If a principal receives state-provided growth scores for an assessment, those scores will be used, weighted proportionally with the results of SLOs until 30% of the principal's student population is covered.

During the 2014-15 school year, students in 11th grade will take the Comprehensive ELA Regents. Beginning in the 2015-16 school year, students will only take the Common Core ELA Regents.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Results are well-above target growth levels on district goals: 88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet targets: 79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below target growth levels on district goals.  54% = 8 points 53% = 7 points 52% = 6 points 51 % = 5 points 50% = 4 points 49% = 3 points
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Results are well below target growth levels on district goals. 48% = 2 points 47% = 1 point 0-46% = 0 points

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

(No response)

#### 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

# 8. Local Measures (Principals)

Created Wednesday, February 05, 2014

Updated Monday, September 08, 2014

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## Page 1

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

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

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

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	Mt. Pleasant-developed Grade 5 ELA Assessment
6-8	(d) measures used by district for teacher evaluation	Mt. Pleasant-developed Grade 8 ELA Assessment
9-12	(d) measures used by district for teacher evaluation	Mt. Pleasant-developed Grade 12 Internship/Research 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Each of the measures utilized reflects students' achievement along a continuum of learning at capstone grade levels:</p> <p>Grades 3-5: All grade 5 students will write an evidence-based essay which is scored on a level 1-4 continuum aligned to the Common Core State Standards. The number of students meeting or exceeding the target level of proficiency (level 3) will be converted to a percentage which is then converted to a HEDI score.</p> <p>Grade 6-8: All grade 8 students will write an evidence-based essay which is scored on a level 1-4 continuum aligned to the Common Core State Standards. The number of students meeting or exceeding the target level of proficiency (level 3) will be converted to a percentage which is then converted to a HEDI score.</p> <p>Grade 9-12: All grade 12 students participate in either a</p>
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culminating senior internship or an independent research project. These activities are intended to develop leadership skills, problem solving and critical thinking skills, collaborative and presentation skills, as well as written and oral communication and technological skills. Each culminates with a performance assessment which is scored on a level 1-4 scale using a district-developed rubric. The number of students who meet or exceed a level of Proficiency (level 3) for these projects will be converted to a percentage which is then converted to a HEDI score.

The 20-point chart in section 8.2 will be used until value-added is implemented.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations: 89-100% = 15 points 86-88% = 14 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations: 83-85% = 13 points 80-82% = 12 points 76-79% = 11 points 73-75% = 10 points 70-72% = 9 points 67-69% = 8 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations: 64-66% = 7 points 61-63% = 6 points 58-60% = 5 points 55-57% = 4 points 52-54% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations: 49-51% = 2 points 46-48% = 1 point 0-45% = 0 points

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

(No response)

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

(No response)

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

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

**Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If**

**you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.**

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Mt. Pleasant-developed Grade 2 ELA 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.	Grades K-2: All grade 2 students will write a personal narrative which is scored on a level 1-4 continuum aligned to the Common Core State Standards. The number of students meeting or exceeding the target level of proficiency (level 3) will be converted to a percentage which is then converted to a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations: 88-100% = 20 points 85-87% = 19 points 82-84% = 18 points
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations: 79-81% = 17 points 76-78% = 16 points 73-75% = 15 points 70-72% = 14 points 67-69% = 13 points 64-66% = 12 points 61-63% = 11 points 58-60% = 10 points 55-57% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations: 54% = 8 points 53% = 7 points 52% = 6 points 51% = 5 points 50% = 4 points 49% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations: 48% = 2 points 47% = 1 point 0-46% = 0 points

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

(No response)

### 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.

We do not have any principals with multiple locally selected measures.

## 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
8.5) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, February 05, 2014

Updated Wednesday, April 16, 2014

## Page 1

### 9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric   Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

### 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.

Each of the sub-components within the 6 domains of the Multidimensional Principal Performance Rubric are assigned a maximum amount of points, as shown in the attachment. Each of those sub-components are rated H-E-D- or I, and assigned the corresponding number of points for that rating, also shown in the attachment. After all school visits are completed, each sub-component is scored holistically. Over the course of the school year, each time a sub-component is observed, evidence will be collected for that sub-component. The total sub-component scores are added together to get the total domain score, and the domains will be added together to get a total score out of 60.

Normal rounding rules will apply. Rounding will not result in movement between HEDI categories.

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

<assets/survey-uploads/12205/983454-pMADJ4gk6R/Mount Pleasant APPR Section 9-7 MPPR Points as of 1-2-13.pdf>

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

Highly Effective: Overall performance and results exceed standards.	Principal performance and results on other measures exceed the ISLLC Standards. 55-60 points
Effective: Overall performance and results meet standards.	Principal performance and results on other measures meet the ISLLC Standards. 42-54 points
Developing: Overall performance and results need improvement in order to meet standards.	Principal performance and results on other measures are below the ISLLC Standards. 30-41 points

Ineffective: Overall performance and results do not meet standards.

Principal performance and results on other measures are well below the ISLLC Standards.  
0-29 points

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	42-54
Developing	30-41
Ineffective	0-29

## 9.8) School Visits

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

### Probationary Principals

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

### Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Wednesday, February 05, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	55-60
Effective	42-54
Developing	30-41
Ineffective	0-29

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

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

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

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, February 05, 2014

Updated Wednesday, April 23, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/983482-Df0w3Xx5v6/Principal Improvement Plan for APPR Submission 4-14-14.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:

Mount Pleasant Central School District Administrative Annual Evaluation Appeals Process

A principal who receives an ineffective or developing composite rating on his/her APPR or Principal Improvement Plan Summary shall be entitled to appeal the annual APPR rating to the Superintendent of Schools.

The appeal must be brought to the Superintendent in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of NYS Education Law.

Within (10) ten business days of receipt of the administrator's annual evaluation, the administrator may request an appeal. If the administrator is on vacation, the time to file an appeal hereunder is extended by the number of vacation days.

Within (5) five business days of receipt of the appeal, as applicable, the Superintendent shall render a determination, in writing, respecting the appeal.

In the event that the administrator is unsatisfied with the result of the appeal, the administrator may request a further review to be taken by the Superintendent and the President of the MPAA or his/her designee within (10) business days of receipt of the evaluator's decision upon the appeal.

Based upon the review, the Superintendent shall make a decision within (5) business days of receipt of appeal and provide the decision to the administrator in writing.

The determination of the Superintendent of Schools shall not be grievable, arbitratable, nor reviewable in any other forum and shall be final and binding upon all parties.

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

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

Lead Evaluator training and certification for the evaluation of administrators is completed by the Superintendent, the Director of Curriculum and Instruction and the Director of Special Education through the District's ongoing participation with BOCES.

Previously certified Lead Evaluators and Evaluators are periodically recertified on an as-needed basis as determined by the Superintendent.

Training provided by BOCES addresses all 9 elements required by Regents Rules Section 30-2.9(b). Based on availability, District administrators attend workshops at both Southern Westchester BOCES and Putnam/Northern Westchester BOCES. Depending on location, the training to certify new Lead Evaluators and Evaluators ranges from four to six days; training for recertifying Lead Evaluators and Evaluators ranges from two to three days.

In addition to attendance at BOCES workshops, the Superintendent meets on a weekly basis with all Lead Evaluators and Evaluators to discuss topics including evaluation, supporting data (including NYS assessment reports and building level SLOs) and to ensure inter-rater reliability.

The Board of Education certifies new Lead Evaluators and Evaluators and previously certified Lead Evaluators and Evaluators upon receipt of evidence of completion of training.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

Subpart

- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal’s practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher’s or principal’s overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

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• Checked

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### 11.6) Assurances -- Principals

Please check all of the boxes below:

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

### 11.7) Assurances -- Data

Please check all of the boxes below:

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

11.7) Assurances -- Data | Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.

Checked

## 12. Joint Certification of APPR Plan

Created Wednesday, February 05, 2014

Updated Monday, January 26, 2015

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### Page 1

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

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

assets/survey-uploads/12158/983496-3Uqgn5g9Iu/APPR Certification Page 1-26-15.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.

## Mt. Pleasant Central School District Rubric for Teachers

<b>Domain 1 for Teachers: Planning and Preparation</b>				
<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>1a: Demonstrating knowledge of content and pedagogy</b>	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
	<b>0</b>	<b>.5</b>	<b>1</b>	<b>2</b>
<b>1b: Demonstrating knowledge of students</b>	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
	<b>0</b>	<b>.5</b>	<b>1</b>	<b>2</b>
<b>1c: Setting instructional outcomes</b>	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
	<b>0</b>	<b>.5</b>	<b>1</b>	<b>2</b>

## Mt. Pleasant Central School District Rubric for Teachers

<b>1d: Demonstrating knowledge of resources</b>	<p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.</p> <p style="text-align: right;"><b>0</b></p>	<p>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p> <p style="text-align: right;"><b>.5</b></p>	<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p> <p style="text-align: right;"><b>1</b></p>	<p>The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p> <p style="text-align: right;"><b>2</b></p>
<b>1e: Designing coherent instruction</b>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p> <p style="text-align: right;"><b>0</b></p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p> <p style="text-align: right;"><b>.5</b></p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p> <p style="text-align: right;"><b>1</b></p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p> <p style="text-align: right;"><b>2</b></p>
<b>1f: Designing student assessment</b>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p> <p style="text-align: right;"><b>0</b></p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p style="text-align: right;"><b>.5</b></p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p style="text-align: right;"><b>1</b></p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p> <p style="text-align: right;"><b>2</b></p>

## Mt. Pleasant Central School District Rubric for Teachers

<b>Domain 2 for Teachers: The Classroom Environment</b>				
<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2a: Creating an environment of respect and rapport</b>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p> <p style="text-align: right;"><b>0</b></p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p> <p style="text-align: right;"><b>2</b></p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.</p> <p style="text-align: right;"><b>3</b></p>	<p>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p> <p style="text-align: right;"><b>4</b></p>
<b>2b: Establishing a culture for learning</b>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p> <p style="text-align: right;"><b>0</b></p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p> <p style="text-align: right;"><b>2</b></p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p> <p style="text-align: right;"><b>3</b></p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p> <p style="text-align: right;"><b>4</b></p>

## Mt. Pleasant Central School District Rubric for Teachers

<p>2c: Managing classroom procedures</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p> <p style="text-align: right;"><b>0</b></p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p> <p style="text-align: right;"><b>2</b></p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p> <p style="text-align: right;"><b>3</b></p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p> <p style="text-align: right;"><b>4</b></p>
<p><b>2d: Managing student behavior</b></p>	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p> <p style="text-align: right;"><b>0</b></p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p style="text-align: right;"><b>1</b></p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p> <p style="text-align: right;"><b>2</b></p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p> <p style="text-align: right;"><b>3</b></p>
<p><b>2e: Organizing physical space</b></p>	<p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p> <p style="text-align: right;"><b>0</b></p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p> <p style="text-align: right;"><b>1</b></p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p> <p style="text-align: right;"><b>2</b></p>	<p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p> <p style="text-align: right;"><b>3</b></p>

## Mt. Pleasant Central School District Rubric for Teachers

<b>Domain 3 for Teachers: Instruction</b>				
<b>Component</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>3a: Communicating with students</b>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p style="text-align: right;"><b>0</b></p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p> <p style="text-align: right;"><b>1</b></p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p> <p style="text-align: right;"><b>2</b></p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p> <p style="text-align: right;"><b>3</b></p>
<b>3b: Using questioning and discussion techniques</b>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p> <p style="text-align: right;"><b>0</b></p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p> <p style="text-align: right;"><b>2</b></p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p> <p style="text-align: right;"><b>3</b></p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> <p style="text-align: right;"><b>4</b></p>

## Mt. Pleasant Central School District Rubric for Teachers

<p><b>3c: Engaging students in learning</b></p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p> <p style="text-align: right;"><b>0</b></p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p> <p style="text-align: right;"><b>2</b></p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged</p> <p style="text-align: right;"><b>3</b></p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p> <p style="text-align: right;"><b>4</b></p>
<p><b>3d: Using Assessment in Instruction</b></p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p> <p style="text-align: right;"><b>0</b></p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p> <p style="text-align: right;"><b>1</b></p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p> <p style="text-align: right;"><b>2</b></p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.</p> <p style="text-align: right;"><b>4</b></p>

## Mt. Pleasant Central School District Rubric for Teachers

<p><b>3e: Demonstrating flexibility and responsiveness</b></p>	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p> <p style="text-align: right;"><b>0</b></p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p> <p style="text-align: right;"><b>1</b></p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p> <p style="text-align: right;"><b>2</b></p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p> <p style="text-align: right;"><b>3</b></p>
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## Mt. Pleasant Central School District Rubric for Teachers

<b>Domain 4 for Teachers : Professional Responsibilities</b>				
	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>4a: Reflecting on Teaching</b>	<p>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p> <p style="text-align: right;"><b>0</b></p>	<p>The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p> <p style="text-align: right;"><b>.5</b></p>	<p>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p> <p style="text-align: right;"><b>1</b></p>	<p>The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> <p style="text-align: right;"><b>2</b></p>
<b>4b: Maintaining Accurate Records</b>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.</p> <p style="text-align: right;"><b>0</b></p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p> <p style="text-align: right;"><b>.5</b></p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p> <p style="text-align: right;"><b>1</b></p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.</p> <p style="text-align: right;"><b>2</b></p>
<b>4c: Communicating with Families</b>	<p>The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p> <p style="text-align: right;"><b>0</b></p>	<p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p> <p style="text-align: right;"><b>.5</b></p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p> <p style="text-align: right;"><b>1</b></p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</p> <p style="text-align: right;"><b>2</b></p>

## Mt. Pleasant Central School District Rubric for Teachers

<p><b>4d: Participating in a Professional Community</b></p>	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p> <p style="text-align: right;"><b>0</b></p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p> <p style="text-align: right;"><b>.5</b></p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p> <p style="text-align: right;"><b>1</b></p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p> <p style="text-align: right;"><b>2</b></p>
<p><b>4e: Growing and Developing Professionally</b></p>	<p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p style="text-align: right;"><b>0</b></p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p> <p style="text-align: right;"><b>.5</b></p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p> <p style="text-align: right;"><b>1</b></p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p> <p style="text-align: right;"><b>2</b></p>

## Mt. Pleasant Central School District Rubric for Teachers

<p><b>4f: Showing Professionalism</b></p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p> <p style="text-align: right;"><b>0</b></p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p> <p style="text-align: right;"><b>.5</b></p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p> <p style="text-align: right;"><b>1</b></p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p> <p style="text-align: right;"><b>2</b></p>
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## Mount Pleasant Central School District Teacher Improvement Plan (TIP)

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Name: \_\_\_\_\_

Position/School: \_\_\_\_\_

Principal: \_\_\_\_\_

School Year: \_\_\_\_\_

### Step 1 – TIP Notification Meeting Summary

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

### Step 2 – TIP Planning Meeting Summary

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

*Please include expectations to demonstrate improvement as well as assessment of the evidence to determine if the expected improvement occurred.*

cc: Personnel File

## Mount Pleasant Central School District Teacher Improvement Plan (TIP)

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Areas of Focus/Concern				
Tasks/Strategies	Resources	Who	When	Evidence

Teacher's Signature: \_\_\_\_\_

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

Principal's Signature: \_\_\_\_\_

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

cc: Personnel File

## Mount Pleasant Central School District Teacher Improvement Plan (TIP)

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**Step 3 – TIP Evaluation Meeting Summary**

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

**Step 4 – Post TIP Evaluation Meeting**  
*(If no satisfactory improvement is evident)*

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

Please check if additional attachments included

\*Teacher's Signature \_\_\_\_\_

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

Principal's Signature \_\_\_\_\_

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

\*Indicates receipt of a copy of this form and does not necessarily indicate agreement.

cc: Personnel File

**MOUNT PLEASANT CENTRAL SCHOOL DISTRICT**  
**APPR – SECTION 9.7**  
**Process for Assigning Points and Determining HEDI Ratings**

<b>MULTIDIMENSIONAL PRINCIPAL PERFORMANCES RUBRIC</b>	<b>POINTS</b>
<b>DOMAIN 1: Shared Vision of Learning</b>	<b>8</b>
a. Culture	4
b. Sustainability	4
<b>DOMAIN 2: School Culture &amp; Instructional Program</b>	<b>20</b>
a. Culture	4
b. Instructional Program	4
c. Capacity Building	4
d. Sustainability	4
e. Strategic Planning Process	4
<b>DOMAIN 3: Safe, Efficient, Effective Learning Environment</b>	<b>16</b>
a. Capacity Building	4
b. Culture	4
c. Sustainability	4
d. Instructional Program	4
<b>DOMAIN 4: Community</b>	<b>6.5</b>
a. Strategic Planning Process: Inquiry	3
b. Culture	1.5
c. Sustainability	2
<b>DOMAIN 5: Integrity, Fairness, Ethics</b>	<b>7.5</b>
a. Sustainability	4
b. Culture	3.5
<b>DOMAIN 6: Political, Social, Economic, Legal &amp; Cultural Context</b>	<b>2</b>
a. Sustainability	1
b. Culture	1
<b>TOTAL POINTS</b>	<b>60</b>

**MOUNT PLEASANT CENTRAL SCHOOL DISTRICT**

**APPR – SECTION 9.7**

**Process for Assigning Points and Determining HEDI Ratings**

	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
<b>DOMAIN 1: Shared Vision of Learning</b>				
a. Culture	4	3.75	2.5	0
b. Sustainability	4	3.75	2.5	0
<b>DOMAIN 2: School Culture &amp; Instructional Program</b>				
a. Culture	4	3.75	2.5	0
b. Instructional Program	4	3.75	2.5	0
c. Capacity Building	4	3.75	2.5	0
d. Sustainability	4	3.75	2.5	0
e. Strategic Planning Process	4	3.75	2.5	0
<b>DOMAIN 3: Safe, Efficient, Effective Learning Environment</b>				
a. Capacity Building	4	3.75	2.5	0
b. Culture	4	3.75	2.5	0
c. Sustainability	4	3.75	2.5	0
d. Instructional Program	4	3.75	2.5	0
<b>DOMAIN 4: Community</b>				
a. Strategic Planning Process: Inquiry	3	2.5	1.5	0
b. Culture	1.5	1.25	1	0
c. Sustainability	2	1.5	1	0
<b>DOMAIN 5: Integrity, Fairness, Ethics</b>				
a. Sustainability	4	3.5	2.5	0
b. Culture	3.5	3	1.75	0
<b>DOMAIN 6: Political, Social, Economic, Legal &amp; Cultural Context</b>				
a. Sustainability	1	.95	.75	0
b. Culture	1	.95	.75	0

RATING	POINT RANGE
HIGHLY EFFECTIVE	55-60
EFFECTIVE	42-54
DEVELOPING	30-41
INEFFECTIVE	0-29

**MOUNT PLEASANT CENTRAL SCHOOL DISTRICT**  
**Principal/Administrator Improvement Plan**

The **Principal/Administrator Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concern. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal/administrator and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a tenured principal/administrator receives a rating of *developing or ineffective* in a year-end evaluation. Both the principal/administrator and the superintendent shall meet for an evaluation conference once the composite score has been calculated for the school year where the *developing or ineffective* evaluation is discussed. A PIP shall be designed by the principal/administrator and the superintendent in collaboration with the president of the MPAA or his/her designee over the course of the summer.

The PIP must be in place no later than 10 school days after the 1<sup>st</sup> day of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

The principal/administrator must be offered the opportunity for a peer mentor chosen from the MPAA. The principal/administrator will select a mentor, with the approval of the Superintendent and the MPAA President. The mentor and the principal/administrator will collaborate during the first semester. All dealings between the mentor and the principal/administrator will be confidential.

After the first semester of principal/mentor collaboration, the Superintendent will assess the effectiveness of the intervention and the level of improvement. Based on that mid-year assessment, the PIP may be adjusted appropriately. At the end of the year, if the PIP goals are met, it will terminate. The culmination of the PIP will be communicated in writing to the principal/administrator. Both parties will sign the PIP at the end of the school year.

If the principal/administrator is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal/administrator and the Superintendent in collaboration with the Association according to these guidelines and in accordance with all State regulations for the subsequent school year.

**The PIP must consist of the following components:**

- I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal/administrator to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal/administrator is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal/administrator.
- III. **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and the principal/administrator throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal/administrator and Superintendent; written reports and/or evaluations, etc.

- IV. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the principal/administrator to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal/administrator is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan.

**Sample Components of a Principal/Administrator Improvement Plan:**

**I. TARGETED GOALS: AREAS FOR IMPROVEMENT**

- 1. Student Performance and/or Engagement
- 2. Supervision of Staff
- 3. Fiscal Management
- 4. Community Relations

**II. EXPECTED OUTCOMES**

List of specific expectations related to targeted goals identified in Section I

**III. RECOMMENDED RESOURCES/ACTIVITIES**

- 1. List of specific activities related to targeted goals identified in Section I
- 2. List specific materials, people, workshop to be used to support the PIP
- 3. Danielson video or online PD (*Educational Impact or ASCD* )

**IV. EVIDENCE OF ACHIEVEMENT**

- 1. Identify how progress will be measured and assessed
- 2. Specify next steps to be taken based upon progress or lack thereof

**V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES**

- 1. Identify dates for school visitations consistent with APPR Plan
- 2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
- 3. Identify dates for semester assessment of overall progress

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**PIP Principal/Administrator**

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**Date**

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**Superintendent**

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**Date**

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

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

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

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

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

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

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

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

**Signatures, dates**

Superintendent Signature: Date: *January 16, 2015*

*Aura Spig*

Teachers Union President Signature: Date: *January 16, 2015*

*Ellen M. Iso*

Administrative Union President Signature: Date: *January 16, 2015*

*[Signature]*

Board of Education President Signature: Date: *1/16/15*

*[Signature]*

**For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:**

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature:      Date:

 