



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

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

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October 15, 2012

Mark McNeill, Superintendent
Nanuet Union Free School District
101 Church Street
Nanuet, NY 10954

Dear Superintendent McNeill:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Mary Jean Marsico

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 18, 2012

Updated Tuesday, October 02, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 500108030000

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

500108030000

1.2) School District Name: NANUET UFSD

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

NANUET UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 17, 2012

Updated Tuesday, October 09, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

Each teacher will develop SLOs. The SLOS will have both a pre and post assessment, which will have an expected level of

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	performance. Progress from students will be expected from the baseline test or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percentage, which will be converted to a HEDI score
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 achievement levels on District goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet achievement levels on District goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below achievement levels on District goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well below achievement levels on District goals.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	District, regional, or BOCES-developed assessment	Nanuet developed First Grade math Pre and Post examination
2	State-approved 3rd party assessment	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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs. The SLOS will have both a pre and post assessment, which will have an expected level of performance. Progress from students will be expected from the baseline test or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percentage, which will be converted to a HEDI score
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 achievement levels on District goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet achievement levels on District goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below achievement levels on District goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well below achievement levels on District goals.

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	Nanuet Developed Sixth Grade Science Pre and Post Examination
7	District, regional or BOCES-developed assessment	Nanuet Developed Seventh Grade Science Pre and Post Examination
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs. The SLOS will have both a pre and post assessment, which will have an expected level of performance. Progress from students will be expected from the baseline test or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percentage, which will be converted to a HEDI score
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 achievement levels on District goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet achievement levels on District goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below achievement levels on District goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well below achievement levels on District goals.

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	Nanuet Developed Sixth Grade Social Studies Pre and Post Examination
7	District, regional or BOCES-developed assessment	Nanuet Developed Seventh Grade Social Studies Pre and Post Examination
8	District, regional or BOCES-developed assessment	Nanuet Developed Eighth Social Studies Pre and Post Examination

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs. The SLOS will have both a pre and post assessment, which will have an expected level of performance. Progress from students will be expected from the baseline test or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percentage, which will be converted to a HEDI score
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on District goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels on District goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on District goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below achievement levels on District goals.

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	Nanuet Developed Global 1 Pre and Post Examination

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs. The SLOS will have both a pre and post assessment, which will have an expected level of performance. Progress from students will be expected from the baseline test or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percentage, which will be converted to a HEDI score
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on District goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels on District goals.

Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on District goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below achievement levels on District goals.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs. The SLOS will have both a pre and post assessment, which will have an expected level of performance. Progress from students will be expected from the baseline test or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percentage, which will be converted to a HEDI score
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on District goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels on District goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on District goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below achievement levels on District goals.

2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment

Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs. The SLOS will have both a pre and post assessment, which will have an expected level of performance. Progress from students will be expected from the baseline test or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percentage, which will be converted to a HEDI score
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on District goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels on District goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on District goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below achievement levels on District goals.

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	Nanuet Developed Ninth Grade ELA Pre and Post Examination
Grade 10 ELA	District, regional or BOCES-developed assessment	Nanuet Developed Tenth Grade ELA Pre and Post Examination
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs. The SLOS will have both a pre and post assessment, which will have an expected level of performance. Progress from students will be expected from the baseline test or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percentage, which will be converted to a HEDI score
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on District goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels on District goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on District goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below achievement levels on District goals.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
ESL K-12	District, Regional or BOCES-developed	Nanuet Developed ESL Pre and Post Examination
Studies in Film	District, Regional or BOCES-developed	Nanuet Developed Studies in Film Pre and Post Examination
Writing Workshop	District, Regional or BOCES-developed	Nanuet Developed Writing Workshop Pre and Post Examination
Public Speaking	District, Regional or BOCES-developed	Nanuet Developed Public Speaking Pre and Post Examination
Journalism	District, Regional or BOCES-developed	Nanuet Developed Journalism Pre and Post Examination
Studies in Short Fiction	District, Regional or BOCES-developed	Nanuet Developed Studies in Short Fiction Pre and Post Examination
English Senior Seminar	District, Regional or BOCES-developed	Nanuet Developed English Senior Pre and Post Examination
Art Related Courses K-12	District, Regional or BOCES-developed	Nanuet Developed Art Pre and Post Examination
Technology Courses K-12	District, Regional or BOCES-developed	Nanuet Developed Technology Pre and Post Examination
Foreign Language Courses 7-12	District, Regional or BOCES-developed	Nanuet Developed Foreign Language Pre and Post Examination
Other Math Courses 9-12	District, Regional or BOCES-developed	Nanuet Developed Math Pre and Post Examination
Music Courses K-12	District, Regional or BOCES-developed	Nanuet Developed Music Pre and Post Examination
Health and Physical Education Courses	District, Regional or BOCES-developed	Nanuet Developed Physical Education and/or Health Pre and Post Examination
Other Science Courses 5, 9-12	District, Regional or BOCES-developed	Nanuet Developed Science Pre and Post Examination
Other Social Studies Courses 5, 9-12	District, Regional or BOCES-developed	Nanuet Developed Social Studies Pre and Post Examination
Special Education (not covered by state examinations)	District, Regional or BOCES-developed	Nanuet Developed grade and subject specific Pre and Post Examination

Library Media Specialist K-12	District, Regional or BOCES-developed	Nanuet Developed Library Media Specialist Pre and Post Examination
All other Teachers	District, Regional or BOCES-developed	Nanuet Developed grade and subject Pre and Post Examination

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs. The SLOS will have both a pre and post assessment, which will have an expected level of performance. Progress from students will be expected from the baseline test or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percentage, which will be converted to a HEDI score
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on District goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels on District goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on District goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below achievement levels on District goals.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/130787-TXEttx9bQW/Teacher SLO HEDI Bands.doc

2.12) Locally Developed Controls

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

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

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, May 22, 2012

Updated Tuesday, October 02, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	District developed Grade 4 Mid and End of Year Benchmark Assessments specific to subject
5	5) District, regional, or BOCES–developed assessments	District developed Grade 5 Mid and End of Year Benchmark Assessments specific to subject

6	5) District, regional, or BOCES–developed assessments	District developed Grade 6 Mid and End of Year Benchmark Assessments specific to subject
7	5) District, regional, or BOCES–developed assessments	District developed Grade 7 Mid and End of Year Benchmark Assessments specific to subject
8	5) District, regional, or BOCES–developed assessments	District developed Grade 8 Mid and End of Year Benchmark Assessments specific to subject

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.	Baseline performance data will be compiled for each course/roster including pre-assessment data and past performance history. Student performance targets for the locally selected measures will be set based upon this data.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range based on the attached charts.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range based on the attached charts.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range based on the attached charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range ased on the attached charts.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	District developed Grade 4 Mid and End of Year Benchmark Assessments specific to subject
5	5) District, regional, or BOCES–developed assessments	District developed Grade 5 Mid and End of Year Benchmark Assessments specific to subject
6	5) District, regional, or BOCES–developed assessments	District developed Grade 6 Mid and End of Year Benchmark Assessments specific to subject
7	5) District, regional, or BOCES–developed assessments	District developed Grade 7 Mid and End of Year Benchmark Assessments specific to subject
8	5) District, regional, or BOCES–developed assessments	District developed Grade 8 Mid and End of Year Benchmark Assessments specific to subject

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.	Baseline performance data will be compiled for each course/roster including pre-assessment data and past performance history. Student performance targets for the locally selected measures will be set based upon this data. It is more fully described in the attached charts.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range if students meet the established target. It is more fully described in the attached charts.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range based on the attached charts.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range based on the attached charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range based on the attached charts.

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

[assets/survey-uploads/5139/131961-rhJdBgDruP/2367102-Locally Selected Measures HEDI2.doc](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	District developed Kindergarten Mid and End of Year Benchmark Assessments specific to subject
1	5) District, regional, or BOCES-developed assessments	District developed Grade 1 Mid and End of Year Benchmark Assessments specific to subject
2	5) District, regional, or BOCES-developed assessments	District developed Grade 2 Mid and End of Year Benchmark Assessments specific to subject
3	5) District, regional, or BOCES-developed assessments	District developed Grade 3 Mid and End of Year Benchmark Assessments specific to subject

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Baseline performance data will be compiled for each course/roster including pre-assessment data and past performance history. Student performance targets for the locally selected measures will be set based upon this data. It is more fully described in the attached charts.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range based on the attached charts.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range based on the attached charts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range based on the attached charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range ased on the attached charts.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	District developed Kindergarten Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
1	5) District, regional, or BOCES–developed assessments	District developed Grade 1 Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
2	5) District, regional, or BOCES–developed assessments	District developed Grade 2 Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
3	5) District, regional, or BOCES–developed assessments	District developed Grade 3 Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)

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.	Baseline performance data will be compiled for each course/roster including pre-assessment data and past performance history. Student performance targets for the locally selected measures will be set based upon this data. It is more fully described in the attached charts.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range based on the attached charts.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range based on the attached charts.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range based on the attached charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range ased on the attached charts.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	District developed Grade 6 Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
7	5) District, regional, or BOCES–developed assessments	District developed Grade 7 Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
8	5) District, regional, or BOCES–developed assessments	District developed Grade 8 Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)

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.	Baseline performance data will be compiled for each course/roster including pre-assessment data and past performance history. Student performance targets for the locally selected measures will be set based upon this data. It is more fully described in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range based on the attached charts.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range based on the attached charts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range based on the attached charts.

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

A teacher's growth or achievement score for the locally selected measure will be in the ineffective range ased on the attached charts.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	District developed Grade 6 Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
7	5) District, regional, or BOCES–developed assessments	District developed Grade 7 Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
8	5) District, regional, or BOCES–developed assessments	District developed Grade 8 Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)

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.	Baseline performance data will be compiled for each course/roster including pre-assessment data and past performance history. Student performance targets for the locally selected measures will be set based upon this data. It is more fully described in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range based on the attached charts.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range based on the attached charts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range based on the attached charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range ased on the attached charts.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	District developed Global I Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Global 2	5) District, regional, or BOCES–developed assessments	District developed Global II Md and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
American History	5) District, regional, or BOCES–developed assessments	American History Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)

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.	Baseline performance data will be compiled for each course/roster including pre-assessment data and past performance history. Student performance targets for the locally selected measures will be set based upon this data. It is more fully described in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range based on the attached charts.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range based on the attached charts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range based on the attached charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range ased on the attached charts.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Living Environment Mid and End of Year Benchmark Assessments specific to subject

Earth Science	5) District, regional, or BOCES–developed assessments	Earth Science Mid and End of Year Benchmark Assessments specific to subject
Chemistry	5) District, regional, or BOCES–developed assessments	Chemistry Mid and End of Year Benchmark Assessments specific to subject
Physics	5) District, regional, or BOCES–developed assessments	Physics Mid and End of Year Benchmark Assessments specific to subject

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.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range if 90%-100% of students meet the established target. It is more fully described in the attached charts.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range based on the attached charts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range based on the attached charts.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range based on the attached charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range ased on the attached charts.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	District developed Algebra I Mid and End of Year Benchmark Assessments specific to subject
Geometry	5) District, regional, or BOCES–developed assessments	District developed Geometry Mid and End of Year Benchmark Assessments specific to subject
Algebra 2	5) District, regional, or BOCES–developed assessments	District developed Algebra 2 Mid and End of Year Benchmark Assessments specific to subject

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Baseline performance data will be compiled for each course/roster including pre-assessment data and past performance history. Student performance targets for the locally selected measures will be set based upon this data. It is more fully described in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range based on the attached charts.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range based on the attached charts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range based on the attached charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range used on the attached charts.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES-developed assessments	District developed ELA Grade 9 Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	District developed Grade 10 ELA Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Grade 11 ELA	5) District, regional, or BOCES-developed assessments	District developed Grade 11 ELA Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Baseline performance data will be compiled for each course/roster including pre-assessment data and past performance history. Student performance targets for the locally selected measures will be set based upon this data. It is more fully described in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range based on the attached charts.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range based on the attached charts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range based on the attached charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range if 0%-19% of students meet the established target. It is more fully described in the attached charts.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
ESL	5) District/regional/BOCES–developed	District Developed ESL Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Studies in Film	5) District/regional/BOCES–developed	District Developed Studies in Film Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Writing Workshop	5) District/regional/BOCES–developed	District Developed Writing Workshop Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Public Speaking	5) District/regional/BOCES–developed	District Developed Public Speaking Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Journalism	5) District/regional/BOCES–developed	District Developed Journalism Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Studies in Short Fiction	5) District/regional/BOCES–developed	District Developed Studies in Short Fiction Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
English Senior Seminar	5) District/regional/BOCES–developed	District Developed English Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)

Art and Related Courses K-12	5) District/regional/BOCES–de veloped	District Developed Art Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Technology Courses K-12	5) District/regional/BOCES–de veloped	District Developed Technology Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Foreign Language Courses 7-12	5) District/regional/BOCES–de veloped	District Developed Foreign Language Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Other Math Courses 9-12	5) District/regional/BOCES–de veloped	District Developed Math Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Music Courses K-12	5) District/regional/BOCES–de veloped	District Developed K-12 Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Health and Physical Education K-12	5) District/regional/BOCES–de veloped	District Developed Health and Physical Education Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Other Science Courses 5, 9-12	5) District/regional/BOCES–de veloped	District Developed Science Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Other Social Studies Courses 5, 9-12	5) District/regional/BOCES–de veloped	District Developed Social Studies Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
Special Education Classes (for classes not covered in other sections)	5) District/regional/BOCES–de veloped	District Developed Mid and End of Year Benchmark Assessments specific to grade and subject (exam will be different than that used for the SLO)
Library Media Specialist	5) District/regional/BOCES–de veloped	District Developed Library Media Specialist Mid and End of Year Benchmark Assessments specific to subject (exam will be different than that used for the SLO)
All other Teachers	5) District/regional/BOCES–de veloped	Mid and End of Year Benchmark Assessments specific to grade and subject (exam will be different than that used for the SLO)

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.	Baseline performance data will be compiled for each course/roster including pre-assessment data and past performance history. Student performance targets for the locally selected measures will be set based upon this data. It is more fully described in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range based on the

achievement for grade/subject.	attached charts.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range based on the attached charts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range based on the attached charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range ased on the attached charts.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131961-y92vNseFa4/2367102-Locally Selected Measures HEDI2.doc

3.14) Locally Developed Controls

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

No controls

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.

If a teacher has more than one locally selected measure, the measures will be averaged equally. For instance, if a 4th grade teacher receives a HEDI score of 11 for ELA and 13 for Math, a score of 12 will be assigned to the teacher.

3.16) Assurances

Please check all of the boxes below:

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

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, May 18, 2012

Updated Tuesday, October 02, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
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	25

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

See Below

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

<assets/survey-uploads/5091/130992-eka9yMJ855/evaluation.pdf>

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The points will be assigned by combining the classroom observation (35 pts) with the District Mission Driven Professional Growth Plan (25 pts). To score Highly effective, the teacher will score 57-60 total points.
Effective: Overall performance and results meet NYS Teaching Standards.	The points will be assigned by combining the classroom observation (35 pts) with the District Mission Driven Professional Growth Plan (25 pts). To score Effective, the teacher will score 54-56 total points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The points will be assigned by combining the classroom observation (35 pts) with the District Mission Driven Professional Growth Plan (25 pts). To score Developing, the teacher will score 48-53 total points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The points will be assigned by combining the classroom observation (35 pts) with the District Mission Driven Professional Growth Plan (25 pts). To score Ineffective, the teacher will score 0-47 total points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	54-56
Developing	48-53
Ineffective	0-47

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, June 25, 2012

Updated Tuesday, September 04, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	57-60
Effective	54-56
Developing	48-53
Ineffective	0-47

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, August 01, 2012

Updated Tuesday, October 02, 2012

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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5265/157476-Df0w3Xx5v6/Teacher_Improvement_Plan_Final_w_form.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. Appeal of the overall composite score

i. A tenured teacher who receives an ineffective rating on their APPR overall composite score shall be entitled to appeal, based upon a paper submission to the Superintendent of Schools or his administrative designee, who shall be trained in accordance with the requirements of the statute and regulations.

ii. The appeal shall be fully submitted within 15 school days after receipt of the overall composite score. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law.

B. The Superintendent or the Superintendent's administrative designee shall respond to the appeal in 6.A.i. and ii. (as stated above) with a written answer granting the appeal and directing further administrative action, or denying the appeal. The Superintendent or the Superintendent's administrative designee shall review all evidence submitted by the teacher prior to rendering a decision. Such decision shall be made within ten school days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. This will not preclude review by a 3020-a hearing officer in a future disciplinary proceeding.

C. In the event that a tenured teacher receives a second consecutive Ineffective APPR overall composite score, the teacher will have the option of requesting an appeal panel that will consist of three members. The first member of the panel will be the Superintendent, or his administrative designee. The second member will be a teacher (who is not in the same building as the teacher designated as ineffective), appointed by the NTA president. The third member will be a building level administrator (who is not from the same building as the teacher), designated by the Superintendent.

D. Within 15 school days after the receipt of the overall composite score, the teacher will file a detailed, written argument which contains each and every objection that the teacher has to the overall composite score. When possible, the argument should be accompanied by written documentation supporting the teacher's argument. Upon receipt of the argument, the panel may choose to have the principal of the school respond in writing to the appeal. The teacher will receive a copy of this response and may respond in writing within 2 school days.

E. The panel will review all the documents presented to it and issue a decision within 7 school days after receipt of all documents. The panel will review the information independently but meet at a convenient time to discuss the appeal. The panel will vote and a majority vote will decide the appeal on a final basis and shall not be subject to review at arbitration, before any administrative agency or in any court of law. This will not preclude review by a 3020-a hearing officer in a future disciplinary proceeding.

F. The panel may issue a detailed decision, but it is not necessary.

G. In no event shall the appeal process take more than 60 days.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The eight component districts in Rockland County are utilizing the services of the Rockland BOCES Network Team to provide training on all aspects of Race to the Top, including the Training of Evaluators and Lead Evaluators. This process included workshops on each of the nine required elements necessary for the district to certify evaluators and lead evaluators. These training sessions were held at the Rockland BOCES Professional Development Center, on-site in the district, and through screen casts and toolkits produced by the Network Team. The information below indicates specifics of the workshops – dates, times, topics, and hours. In addition to the Network Team, trainings were also provided by consultants from the approved rubric providers. Evaluators have been certified, trained in inter-rater reliability, and will re-certified.

1. NYS Teaching Standards and their related elements and performance indicators and Leadership Standards and their related functions Teaching: Common Core and APPR workshops – summer & throughout year – 8/15 – 8/18 (6.5 hrs./day), 8/22 - 8/25 (6.5 hrs./day)

Lead Evaluator Training: March 8 (4 hours),

2. Evidence-based observation techniques that are grounded in research APPR and Candi McKay workshops (Danielson Rubric) – 8/15 (6.5 hrs.), 8/24 (6.5 hrs.), 10/19 (5 hrs.), 10/20 (3 hrs.), 11/9 (5 hrs.), 1/10 (7 hrs.), 3/7 (7 hrs.); MPPR training 6/14 (8 hrs.), 6/18 (8 hrs.)

3. Application and use of the student growth percentile model and the value-added growth model 3/8 – Lead Evaluator Training (4 hrs.); 5/9 – APPR Review Room Workshop (2 hrs.), 5/22 – SLO Workshop (4 hrs.)

4. Application and use of the State-approved teacher or principal rubrics selected by the district of BOCES for use in evaluations,

including training on the effective applications of such rubrics to observe a teacher or principal's practice Teachers: APPR and Candi McKay workshops – Danielson Rubric (summer & throughout year) 8/15, 8/24, 10/19 (5 hrs.), 10/20 (3 hrs.), 11/9 (5 hrs.), 1/10 (7 hrs.), 3/7 (7 hrs.).

Principals: Rockland BOCES screencast & toolkit; 8/25 – MPPR (1 hr.); 10/22 – MPPR webinar (1.5 hrs.); 3/8 – Lead Evaluator Training (4 hours); additional rubric-specific workshops scheduled on 6/14 (8 hours) & 6/18 (8 hours)

5. Application and use of any assessment tools . . . to evaluate teachers or building principals (portfolios, surveys, professional growth goals, school improvement goals) 10/22 – MPPR webinar (1.5 hrs.), 5/22 – SLO Development & Assessment Workshop (4 hrs.), MPPR Training – 6/14 (8 hrs.) & 6/18 (8 hrs.)

6. Application and use of locally selected measures of student achievement used to evaluate teacher/principals 5/9 – APPR Review Room Workshop (2 hrs.), SLO training – 5/22 (4 hrs.)

7. Use of Statewide Instructional Reporting System SIRS support provided by the Regional Information Center (RIC)

<http://usny.nysed.gov/rttt/teachers-leaders/fieldguidance.pdf>

8. Scoring methodology: how scores are generated for each subcomponent and composite score Lead Evaluator Training – 3/8 (4 hrs.), 5/9 APPR Review Room Workshop (2 hrs.), and 5/22 SLO Workshop (4 hrs.)

9. Special considerations in evaluating teachers and principals of ELL and SWD Lead Evaluator Training – 3/8 (4 hrs.), 5/22 SLO Workshop (4 hrs.)

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, August 29, 2012

Updated Tuesday, September 04, 2012

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

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

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

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

3-4
5-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	State-approved 3rd party assessment	Aimsweb

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Baseline performance data will be compiled for each grade level including any pre-assessment data and past performance history. Growth targets will be set based upon this data.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A principal's growth score will be in the Highly Effective range if 90-100% of students meet the established target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A principal's growth score will be in the Effective range if 50-89% of students meet the established target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A principal's growth score will be in the Developing range if 20-49% of students meet the established target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	A principal's growth score will be in the Highly Effective range if 0-19% of students meet the established target.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

none

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, July 26, 2012

Updated Tuesday, October 02, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-4	(d) measures used by district for teacher evaluation	Nanuet Developed ELA and Math 3rd and 4th grade benchmark assessments
5-8	(d) measures used by district for teacher evaluation	Nanuet Developed 5th grade Math benchmark assessments
9-12	(h) students' progress toward graduation	Number of credits earned by 9th grade students by August 25th.

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.	All Principals will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the principal has completed the Local Measure of Achievement template (LMAT), the principal will conference with the Superintendent and review for approval. Based on the approved goal, the Superintendent will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable and rigorous
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 developed expectations for achievement for this grade configuration

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district developed expectations for achievement for this grade configuration
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district developed expectations for achievement for this grade configuration
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 developed expectations for achievement for this grade configuration

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

(No response)

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

assets/survey-uploads/5366/155830-qBFVOWF7fC/Principal Local 15.doc

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Aimsweb

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.	All Principals will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. After the principal has completed the Local Measure of Achievement template (LMAT), the principal will conference with the Superintendent and review for approval. Based on the approved goal, the Superintendent will assign one of the HEDI tables. All staff will use as a guide a district-developed decision making chart so that expectations for student performance across the district are comparable and rigorous.
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 developed expectations for achievement for this grade configuration
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Results meet district developed expectations for achievement for this grade configuration

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

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

(No response)

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

assets/survey-uploads/5366/155830-T8MIGWUVm1/Principal Local 20.doc

8.3) Locally Developed Controls

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

No Controls

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.

When using multiple measures in 3-4 and 5-8 buildings, the ELA and Math components will be weighted equally to determine a composite score for the local measure.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check

8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, August 29, 2012
Updated Tuesday, September 04, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Please see the attached file which is consistent with our APPR plan and complies with Education Law 3012-c.

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

assets/survey-uploads/5143/169900-pMADJ4gk6R/principal rubric.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.	Based upon principal performance and results, the ISLLC Standards are exceeded. 57-60
Effective: Overall performance and results meet standards.	Based upon principal performance and results, the ISLLC Standards are met. 54-56
Developing: Overall performance and results need improvement in order to meet standards.	Based upon principal performance and results, the ISLLC Standards are not met. 48-53
Ineffective: Overall performance and results do not meet standards.	Based upon principal performance and results, the result is well below ISLLC Standards. 0-47

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	54-56
Developing	48-53
Ineffective	0-47

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, August 29, 2012
Updated Tuesday, September 04, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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	57-60
Effective	54-56
Developing	48-53
Ineffective	0-47

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, August 29, 2012

Updated Tuesday, October 02, 2012

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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/169971-Df0w3Xx5v6/Nanuet Principal Improvement Plan with forms.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A principal who receives an ineffective rating on his/her APPR shall be entitled to appeal his/her APPR rating based upon a paper submission to the Superintendent of Schools, who is trained in accordance with the requirements of statute and regulations and also possesses an appropriate administrative certification.

The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of

the Education Law.

An appeal of an evaluation or a PIP must be commenced within fifteen calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards. In the case of a PIP appeal, there shall be a second fifteen calendar day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the fourteenth calendar day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards. This period shall be tolled for any days during said fourteen day period that the principal is on vacation.

The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within fourteen calendar days of the receipt of the appeal.

If the Principal is dissatisfied with the decision, the Principal may appeal to the Superintendent, in writing, within fourteen calendar days of the decision.

The Superintendent shall make his or her decision in writing regarding the further appeal within fourteen calendar days of receipt of that appeal. The decision of the Superintendent, so long as the decision is made within the timeframe set forth in this paragraph, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.

Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law.

In no event shall the appeal process take more than 60 days.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The eight component districts in Rockland County are utilizing the services of the Rockland BOCES Network Team to provide training on all aspects of Race to the Top, including the Training of Evaluators and Lead Evaluators. This process included workshops on each of the nine required elements necessary for the district to certify evaluators and lead evaluators. These training sessions were held at the Rockland BOCES Professional Development Center, on-site in the district, and through screen casts and toolkits produced by the Network Team. The information below indicates specifics of the workshops – dates, times, topics, and hours. In addition to the Network Team, trainings were also provided by consultants from the approved rubric providers. Evaluators have been certified, trained in inter-rater reliability, and will re-certified.

1. NYS Teaching Standards and their related elements and performance indicators and Leadership Standards and their related functions Teaching: Common Core and APPR workshops – summer & throughout year – 8/15 – 8/18 (6.5 hrs./day), 8/22 - 8/25 (6.5 hrs./day)

Lead Evaluator Training: March 8 (4 hours),

2. Evidence-based observation techniques that are grounded in research APPR and Candi McKay workshops (Danielson Rubric) – 8/15 (6.5 hrs.), 8/24 (6.5 hrs.), 10/19 (5 hrs.), 10/20 (3 hrs.), 11/9 (5 hrs.), 1/10 (7 hrs.), 3/7 (7 hrs.); MPPR training 6/14 (8 hrs.), 6/18 (8 hrs.)

3. Application and use of the student growth percentile model and the value-added growth model 3/8 – Lead Evaluator Training (4 hrs.); 5/9 – APPR Review Room Workshop (2 hrs.), 5/22 – SLO Workshop (4 hrs.)

4. Application and use of the State-approved teacher or principal rubrics selected by the district of BOCES for use in evaluations, including training on the effective applications of such rubrics to observe a teacher or principal's practice Teachers: APPR and Candi McKay workshops – Danielson Rubric (summer & throughout year) 8/15, 8/24, 10/19 (5 hrs.), 10/20 (3 hrs.), 11/9 (5 hrs.), 1/10 (7 hrs.), 3/7 (7 hrs.)

Principals: Rockland BOCES screencast & toolkit; 8/25 – MPPR (1 hr.); 10/22 – MPPR webinar (1.5 hrs.); 3/8 – Lead Evaluator Training (4 hours); additional rubric-specific workshops scheduled on 6/14 (8 hours) & 6/18 (8 hours)

5. Application and use of any assessment tools . . . to evaluate teachers or building principals (portfolios, surveys, professional growth goals, school improvement goals) 10/22 – MPPR webinar (1.5 hrs.), 5/22 – SLO Development & Assessment Workshop (4 hrs.), MPPR Training – 6/14 (8 hrs.) & 6/18 (8 hrs.)

6. *Application and use of locally selected measures of student achievement used to evaluate teacher/principals 5/9 – APPR Review Room Workshop (2 hrs.), SLO training – 5/22 (4 hrs.)*

7. *Use of Statewide Instructional Reporting System SIRS support provided by the Regional Information Center (RIC)*

<http://usny.nysed.gov/rttt/teachers-leaders/fieldguidance.pdf>

8. *Scoring methodology: how scores are generated for each subcomponent and composite score Lead Evaluator Training – 3/8 (4 hrs.), 5/9 APPR Review Room Workshop (2 hrs.), and 5/22 SLO Workshop (4 hrs.)*

9. *Special considerations in evaluating teachers and principals of ELL and SWD Lead Evaluator Training – 3/8 (4 hrs.), 5/22 SLO Workshop (4 hrs.)*

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

rating and their subcomponent ratings

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, September 04, 2012

Updated Tuesday, October 09, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/171889-3Uqgn5g9Iu/appr cert 3.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.

Conversion Flow Chart - Domains 1, 2, & 3 (Appendix B page 1 of 2)

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
	Relative Value of Domains 1 -3	Relative Value of Each Component as part of the Domain	Evaluator Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I)	Weighted Subdomain Scores	Total Domain Score	Weighted Domain Score and Compute Total	Conversion Chart	HEDI Bands H=57-60 E=54-56 D=48-53 I=0-47
Domain 1: Planning and Preparation								
	33%	16.67%	3	0.5				
A. Knowledge of Content and Pedagogy		16.67%	3	0.5				
B. Knowledge of Students		16.67%	3	0.5				
C. Setting Instructional Outcomes		16.67%	3	0.5				
D. Knowledge of Resources		16.67%	3	0.5				
E. Designing Coherent Instruction		16.67%	3	0.5				
F. Designing Student Assessments		16.67%	3	0.5				
					3	1		
Domain 2: Classroom Environment								
	33%	20.00%	3	0.6				
A. Respect and Rapport		20.00%	3	0.6				
B. Culture for Learning		20.00%	3	0.6				
C. Managing Classroom Procedures		20.00%	3	0.6				
D. Managing Student Behavior		20.00%	3	0.6				
E. Organizing Physical Spaces		20.00%	3	0.6				
					3	1		
Domain 3: Instruction								
	33%	20.00%	3	0.6				
A. Communicating with Students		20.00%	3	0.6				
B. Questioning/Prompts and Discussion		20.00%	3	0.6				
C. Engaging Students in Learning		20.00%	3	0.6				
D. Using Assessment in Instruction		20.00%	3	0.6				
E. Using Flexibility and Responsiveness		20.00%	3	0.6				
					3	1		
Average Conversion Score								
						3.000		
Conversion Score								
						1	34	35
						2	33	34
						3	32	33
						4	31	32
						5	30	31
						6	29	30
						7	28	29
						8	27	28
						9	26	27
						10	25	26
						11	24	25
						12	23	24
						13	22	23
						14	21	22
						15	20	21
						16	19	20
						17	18	19
						18	17	18
						19	16	17
						20	15	16
						21	14	15
						22	13	14
						23	12	13
						24	11	12
						25	10	11
						26	9	10
						27	8	9
						28	7	8
						29	6	7
						30	5	6
						31	4	5
						32	3	4
						33	2	3
						34	1	2
						35	0	1

The remaining 25 points (of the 60 points) will consist of the District Mission Driven Professional Growth Plan. The points will be predicated on self-reflection, goal setting, inquiry, the gathering of artifacts and evidence of teacher effectiveness and an end of year summary all tied to the District Mission. Danielson's Domain Four, because it is not easily observable in a classroom visit will be incorporated in these 25 points.

District Mission Driven Professional Growth Plan (Appendix B page 2 of 2)

Domain 4: Professional Responsibilities	Relative Value	Subdomain Score	Domain Score
A. Reflecting on teaching	20%		0.00
B. Maintaining Accurate Records	12%		0.00
C. Communicating with Families	12%		0.00
D. Participating in a Professional Community	18%		0.00
E. Growing and Developing Professionally	18%		0.00
F. Showing Professionalism	20%		0.00

Total: 0.00

Average Rubric Score	Conversion Score
1.0	0
1.1	3
1.2	5
1.3	7
1.4	8
1.5	9
1.6	10
1.7	11
1.8	12
1.9	13
2.0	14
2.1	15
2.2	16
2.3	17
2.4	18
2.5	19
2.6	20
2.7	20
2.8	21
2.9	22
3.0	23
3.1	23
3.2	23
3.3	23
3.4	23
3.5	23
3.6	24
3.7	24
3.8	24
3.9	25
4.0	25

Locally Selected Measures: Point Allocation Detail of HEDI ranges

HEDI	Points	Target Range
HE	20	5.1% + Above Target
HE	19	2.1% - 5.0% Above Target
HE	18	0.1% - 2% Above Target
E	17	0% (at target) – 2% Below
E	16	3% Below Target
E	15	4% Below Target
E	14	5% Below Target
E	13	6% Below Target
E	12	7% Below Target
E	11	8% Below Target
E	10	9% Below Target
E	9	10% Below Target
D	8	11-12% Below Target
D	7	13-14% Below Target
D	6	15-16% Below Target
D	5	17-18% Below Target
D	4	19-20% Below Target
D	3	21-22% Below Target
I	2	23-26% Below Target
I	1	27-30% Below Target
I	0	30% + Below Target

* Rounding: 0.5 rounds up; <0.5 rounds down

- Page 2 of 2

HEDI	POINTS	Target Range
HE	15	4% + Above Target
HE	14	2.1% - 3.9% Above Target
HE	13	.01-2.0% Above Target
E	12	0-2% Below Target
E	11	3-4% Below Target
E	10	5% Below Target
E	9	6-7% Below Target
E	8	8.0-9% Below Target
E	7	10-12% Below Target
D	6	13-16% Below Target
D	5	17-20% Below Target
D	4	21-23% Below Target
I	3	24-26% Below Target
I	2	27-32% Below Target
I	1	30% Below Target

- Rounding: 0.5 rounds up; <0.5 rounds down

This chart will be used when there is a value added system is in place for the growth portion of the overall composite score.

Locally Selected Measures: Point Allocation Detail of HEDI ranges

HEDI	Points	Target Range
HE	20	5.1% + Above Target
HE	19	2.1% - 5.0% Above Target
HE	18	0.1% - 2% Above Target
E	17	0% (at target) – 2% Below
E	16	3% Below Target
E	15	4% Below Target
E	14	5% Below Target
E	13	6% Below Target
E	12	7% Below Target
E	11	8% Below Target
E	10	9% Below Target
E	9	10% Below Target
D	8	11-12% Below Target
D	7	13-14% Below Target
D	6	15-16% Below Target
D	5	17-18% Below Target
D	4	19-20% Below Target
D	3	21-22% Below Target
I	2	23-26% Below Target
I	1	27-30% Below Target
I	0	30% + Below Target

* Rounding: 0.5 rounds up; <0.5 rounds down

- Page 2 of 2

HEDI	POINTS	Target Range
HE	15	4% + Above Target
HE	14	2.1% - 3.9% Above Target
HE	13	.01-2.0% Above Target
E	12	0-2% Below Target
E	11	3-4% Below Target
E	10	5% Below Target
E	9	6-7% Below Target
E	8	8.0-9% Below Target
E	7	10-12% Below Target
D	6	13-16% Below Target
D	5	17-20% Below Target
D	4	21-23% Below Target
I	3	24-26% Below Target
I	2	27-32% Below Target
I	1	30% Below Target

- Rounding: 0.5 rounds up; <0.5 rounds down

This chart will be used when there is a value added system is in place for the growth portion of the overall composite score.

Teacher SLO HEDI chart

Rating	% of Students achieving Or Meeting Target	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	58-59	11
Effective	54-57	10
Effective	50-53	9
Developing	47-49	8
Developing	44-46	7
Developing	38-43	6
Developing	31-37	5
Developing	26-30	4
Ineffective	21-25	3
Ineffective	16-20	2
Ineffective	11-15	1
Ineffective	0-10	0

Principal Local HEDI Bands 15 Points

Rating	% of Students Meeting Achievement Target	Overall Value
Highly Effective	96-100	15
Highly Effective	90-95	14
Effective	83-89	13
Effective	76-82	12
Effective	69-75	11
Effective	62-68	10
Effective	56-61	9
Effective	50-55	8
Developing	44-49	7
Developing	39-43	6
Developing	33-38	5
Developing	25-32	4
Developing	20-24	3
Ineffective	15-19	2
Ineffective	10-14	1
Ineffective	0-9	0

Principal Local HEDI Bands 20 Points

Rating	% of Students achieving Or Meeting Target	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	58-59	11
Effective	54-57	10
Effective	50-53	9
Developing	47-49	8
Developing	44-46	7
Developing	38-43	6
Developing	31-37	5
Developing	26-30	4
Ineffective	21-25	3
Ineffective	16-20	2
Ineffective	11-15	1
Ineffective	0-10	0

Multidimensional Principal Performance rubric

4= HE 2= D
3=E 1= I

Domains	Points	Sample Score	Total
Domain1: Shared Vision of Learning			
a. Culture	5	4	5
b. Sustainability	4	3	3
Domain 2 School Culture and Instructional Program			
a. Culture	3	3	2.25
b. Instructional Program	6	4	6
c. Capacity Building	2	3	1.5
d. Sustainability	3	4	3
e. Strategic Planning Process	3	3	2.25
Domain 3: Safe Efficient, Effective Learning Environment			
a. Capacity Building	5	4	5
b. Culture	4	3	3
c. Sustainability	3	3	2.25
d. Instructional Program	3	3	2.25
Domain 4 Community			
a. Strategic Planning Process: Inquiry	5	3	3.75
b. Culture	2	4	2
c. Sustainability	2	3	1.5
Domain 5: Integrity, Fairness, Ethics			
a. Sustainability	4	4	4
b. Culture	2	4	2
Domain 6: Political, Social, Economic, Legal and Cultural Context			
a. Sustainability	2		0
b. Culture	2		0
	60		48.75
			Average Raw Weighted Score: 3.25

Conversion Chart for point allocation

HEDI Bands
 H=57-60 D=48-53
 E=54-56 I=0-47

Average Raw Weighted Score	Conversion Score
1	0
1.1	4
1.2	8
1.3	12
1.4	16
1.5	20
1.6	25
1.7	31
1.8	36
1.9	40
2	48
2.1	48
2.2	49
2.3	50
2.4	51
2.5	52
2.6	53
2.7	54
2.8	55
2.9	56
3	57
3.1	58
3.2	58
3.3	58
3.4	59
3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60

In the example above the 3.25 raw score equates to a 58 which is the score the Principal would receive out of a possible 60

Nanuet Union Free School District
Principal Improvement Plan

Teacher's Name: _____ School: _____

Administrator's Name: _____

Date of Meeting: _____

1. Area of improvement:

2. Duration of TIP: _____

- a. Dates for review of TIP progress with administrator:

- b. Date of final review of progress:

3. Activities that will support improvement:

4. Manner of assessment:

Administrator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Principal Improvement Plan

A. The Principal 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 and establishes a timeline for assessing its overall effectiveness.

B. The PIP must be in place no later than the 10th school day of the following student instructional year for a principal who received a total composite APPR rating of ineffective or developing. 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. A probationary principal will be placed on a PIP for the remainder of the school year in December if their first observation would likely result in a Developing or Ineffective rating. Otherwise, the length of a PIP shall be ten (10) months in duration for a building principal. Notwithstanding the above, the length of a PIP may be shortened by mutual agreement of the District and the unit member who is on the PIP. In the case of a probationary building principal, the length of a PIP may only be extended at the sole discretion of the District. A PIP shall be designed by the principal and the superintendent in collaboration with the president of the Association or his/her designee with any differences to be resolved by the superintendent's determination. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

C. The principal must be offered the opportunity for a peer mentor chosen from the Association, if one is available. The principal will select the mentor, with the approval of the Superintendent and the Association President. All dealings between the mentor and the principal will be confidential.

D. At the midpoint of the agreed-upon duration of the PIP, the Superintendent or his/her central office designee will confer with the principal to assess the intervention and the level of improvement. If the goals are met at the terminal date of the PIP, a written acknowledgement to that effect shall be signed by the superintendent of schools or his/her central office designee.

E. If the tenured principal is rated as developing or ineffective after the year of the first PIP, a new plan will be developed for the ensuing school year by the principal and the Superintendent or his/her central office designee in collaboration with the Association according to these guidelines for the subsequent school year. A second consecutive ineffective evaluation may lead to an expedited 3020-a proceeding brought pursuant to Education Law Section 3012-c.

F. If, in the opinion of the Deputy Superintendent, the designation of the Principal as Developing or Ineffective is due solely to low State Test scores, the Deputy Superintendent will design, in consultation with the Principal, a modified PIP which will include possible strategies for increasing test scores in the future. The requirements described below shall not apply to this modified PIP. The Deputy Superintendent may terminate the PIP when he or she is satisfied that the strategies have been examined.

The Principal Improvement Plan (PIP) must consist of the following:

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable strategies for the principal.
- III. **RESOURCES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- IV. **RESPONSIBILITIES:** Identify steps to be taken by Superintendent and/or his central office designee and the principal throughout the Plan. Examples: school visits by the Superintendent and/or his central office designee; supervisory conferences between the principal and Superintendent and/or his central office designee; written reports and/or evaluations, etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** The length of a PIP shall be as stated in paragraph D on page 2. A specific timeline shall be added for implementation of the various components of the PIP and for the final completion of the PIP. The District shall identify the

dates for preparation of written documentation regarding the completion of the Plan.

Nanuet Union Free School District
Teacher Improvement Plan

Teacher's Name: _____ School: _____

Administrator's Name: _____

Date of Meeting: _____

1. Area of improvement:

2. Duration of TIP: _____

- a. Dates for review of TIP progress with administrator:

- b. Date of final review of progress:

3. Activities that will support improvement:

4. Manner of assessment:

Administrator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Teacher Improvement Plan

The assistance plan is provided to assist the educator who has been advised by administration that concerns exist in his/her development that need professional attention and/or intervention. **Phase Ia: Awareness** phase, **Phase Ib: Strategies/Support/Resources** phase, and **Phase II: Plan of Assistance** phase.

The administrator will notify NTA president or designee of the concern and the administrator shall meet with the educator and NTA president or designee to present areas of concern and recommendations for improvement in **Phase Ib** and **Phase II**. NTA representative and TIP mentor(s) are to receive a letter of indemnification for their role in assisting with the Teacher Improvement Plan.

Placement on an assistance plan may be the outcome of:

- An administrator indicating that an educator could be in jeopardy of receiving a ‘developing’ or ‘ineffective’ at the end of all unannounced and clinical observations for the 60% Teacher Practice APPR component. The educator is placed on **Phase Ia: Awareness**.
- An **overall** APPR ‘developing’ or ‘ineffective’ rating for the prior school year. The administrator and educator will discuss the overall rating and determine next steps. This conversation/plan will occur within 10 work days of the new school year.

Steps for Teacher Improvement Plan:

Phase Ia: Awareness

The educator is advised by an administrator that concerns exist in his/her development, which falls within the 60% Teacher Practice **or** has received an overall “developing” or “ineffective” rating from the state. Administrator specifies the domain/component(s) in need of improvement and identifies concrete steps and strategies in line with expectations necessary to be successful. A time frame is determined and next steps are identified.

Documentation for Phase Ia:

- Administrator generates documentation shared with the educator stating the domain/component(s) in need of improvement, concrete steps and strategies in line with expectations necessary to be successful are identified and next meeting date within three work days of the initial meeting. The NTA president or designee is copied.
- Educator may develop or modify their PGP reflective of the awareness phase.

Outcome:

- Educator is *successful* in the judgment of the administrator at the end of the timeframe designated or at the end of the year: administrator provides educator with written outcome statements documenting the successful completion of **Phase Ia** within three work days of the second meeting; no further conversation required; PGP continues.

- Educator is *unsuccessful* in the judgment of the administrator at the end of the timeframe designated or at the end of the year: **The educator is placed on Phase Ib: Strategies/Support/Resources**; PGP modified to align with targeted domains.
- Administrator notifies the NTA president or designee about the outcome of the meeting.

Phase Ib: Strategies/Support/Resources

The administrator meets with the educator to continue discussion on the domain/component(s) stated in **Phase Ia: Awareness**. This dialogue is to include area(s) in need of improvement, domain(s)/component(s), administrator outlines the expectations necessary to be successful and possible strategies/support/resources the educator will require for success. The educator is responsible to research best practices and implements the various strategies to support the domain/component(s) addressed. PGP modified to align with targeted domains. A time frame is determined for review and next steps.

Documentation:

- Administrator and educator complete **Phase Ib: Strategies/Support/Resources** documentation stating above mentioned areas and next meeting date.
- Modified PGP
- Educator provides artifacts to support the expectations at scheduled meeting time for review of plan.

Outcome:

- Educator is *successful* in the judgment of the administrator at the end of the timeframe designated or at the end of the year: administrator provides educator with written outcome statements documenting the successful completion of **Phase Ib: Strategies/Support/Resources**; return to PGP
- Educator is *unsuccessful* in the judgment of the administrator: administrator schedules an appointment with educator to discuss next step, **Phase II: Plan of Assistance**;
- Administrator notifies the NTA president or designee about the outcome of the meeting.

Phase II: Plan of Assistance

The administrator shall meet with the educator and the NTA president or designee to review the recommendation(s) from the **Phase Ib: Strategies/Support/Resources** phase. The form, **Phase II: Plan of Assistance**, will be completed.

The administration and NTA president or designee will identify a volunteer TIP mentor, if appropriate, to assist the educator in need of assistance. Based on the educator's area(s) in need of improvement, attempts will be made to secure the best possible professional to fill this role.

The administrator meets with the educator and optionally the NTA president or designee and/or TIP mentor to continue discussion on the domain/component(s) stated in **Phase Ib: Strategies/Support/Resources**. This dialogue, based on one or more of the APPR components, will include

- 1) area(s) in need of improvement for educator and/or students
- 2) performance goals (domain(s)/component(s))
- 3) strategies/support/resources
- 4) benchmarks (types of assessment(s))
- 5) identify expectations necessary to be successful
- 6) timeline for achieving improvement (short/long term)
- 7) effectiveness of the plan (evidence of educator and/or student growth)

At the completion of the **Phase II: Plan of Assistance**, the parties will review the overall progress and the administrator will make one of the following recommendations:

- Educator returns to the PGP
- Educator continues on the **Phase II: Plan of Assistance**
- Alternative options may be pursued by the District

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Mark McDell 10/9/2012

Teachers Union President Signature: Date:

John Farley 10/9/2012

Administrative Union President Signature: Date:

Kevin Caelli 10/9/12

Board of Education President Signature: Date:

Anne M. Byrne 10/9/12