



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION  
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 28, 2012

Dr. Cheryl Thomas, Superintendent  
Newfield Central School District  
247 Main Street  
Newfield, NY 14867

Dear Superintendent Thomas:

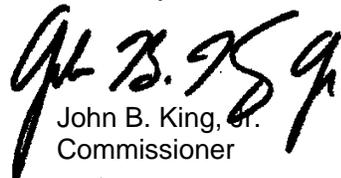
Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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, Sr.  
Commissioner

c: Ellen A. O'Donnell

NOTE: 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.

# Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Wednesday, August 22, 2012

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 610901040000

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

*610901040000*

#### 1.2) School District Name: NEWFIELD CSD

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

*NEWFIELD CSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*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 03, 2012

Updated Thursday, August 23, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	TerraNova 3 Level 10 ELA
1	State-approved 3rd party assessment	TerraNova 3 Level 11 ELA
2	State-approved 3rd party assessment	TerraNova 3 Level 12 ELA

	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

The NCE was chosen as a measure of growth because these are norm-referenced scores based on an equal-interval scale. NCEs

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	allow meaningful comparisons between tests. A change of 0 in NCE points is considered normal growth. Growth of 7 NCE points is considered “educationally significant” according to the publishers of the Terra Nova Assessment. Administrators and teachers will analyze the data and determine the percentage of each teacher’s students meeting the above stated goal. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. A chart showing the distribution of points is uploaded below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Growth of 7 NCE points is considered “educationally significant”. The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating because this is the minimum growth that is acceptable.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated "ineffective".

## 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	TerraNova 3 Level 10 Math
1	State-approved 3rd party assessment	TerraNova 3 Level 11 Math
2	State-approved 3rd party assessment	TerraNova 3 Level 12 Math

	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.	The NCE was chosen as a measure of growth because these are norm-referenced scores based on an equal-interval scale. NCEs allow meaningful comparisons between tests. A change of 0 in NCE points is considered normal growth. Growth of 7 NCE points is considered “educationally significant” according to the publishers of the Terra Nova Assessment. Administrators and teachers will analyze the data and determine the percentage of each teacher’s students meeting the above stated goal. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of
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	district at any point will not be included. A chart showing the distribution of points is uploaded below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Growth of 7 NCE points is considered “educationally significant”. The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating because this is the minimum growth that is acceptable.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated "ineffective".

## 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	State-approved 3rd party assessment	TerraNova 3 Level 16 Science
7	State-approved 3rd party assessment	TerraNova 3 Level 17 Science

	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.	The NCE was chosen as a measure of growth because these are norm-referenced scores based on an equal-interval scale. NCEs allow meaningful comparisons between tests. A change of 0 in NCE points is considered normal growth. Growth of 7 NCE points is considered “educationally significant” according to the publishers of the Terra Nova Assessment. Administrators and teachers will analyze the data and determine the percentage of each teacher’s students meeting the above stated goal. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. A chart showing the distribution of points is uploaded below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Growth of 7 NCE points is considered “educationally significant”. The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating

because this is the minimum growth that is acceptable.

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

There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.

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

Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated "ineffective".

## 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	State-approved 3rd party assessment	TerraNova 3 Level 16 Social Studies
7	State-approved 3rd party assessment	TerraNova 3 Level 17 Social Studies
8	State-approved 3rd party assessment	TerraNova 3 Level 18 Social Studies

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.

The NCE was chosen as a measure of growth because these are norm-referenced scores based on an equal-interval scale. NCEs allow meaningful comparisons between tests. A change of 0 in NCE points is considered normal growth. Growth of 7 NCE points is considered "educationally significant" according to the publishers of the Terra Nova Assessment. Administrators and teachers will analyze the data and determine the percentage of each teacher's students meeting the above stated goal. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. A chart showing the distribution of points is uploaded below.

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

Growth of 7 NCE points is considered "educationally significant". The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.

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

A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating because this is the minimum growth that is acceptable.

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

There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.

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

Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated "ineffective".

## 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	State-approved 3rd party assessment	TerraNova 3 Level 19 Social Studies

	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.	All students will be assumed to have little or no knowledge of the content area when beginning the course (i.e. baseline = 0). Teachers will use department-developed assessments to determine student baseline and progress throughout the year and use such data to design lesson plans targeted to student needs. • 85% of all students will receive at least a passing grade on the Content area Regents Exam and on the English Regents Exam. A table is uploaded below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of the teacher's students meet the above stated goal.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of the teacher's students meet the above stated goal.
Developing (3 - 8 points) Results are below District goals for similar students.	50-79% of the teacher's students meet the above stated goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than half of the teacher's students meet the above stated goal.

## 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.	All students will be assumed to have little or no knowledge of the content area when beginning the course (i.e. baseline = 0). Teachers will use department-developed assessments to determine student baseline and progress throughout the year and use such data to design lesson plans targeted to student needs. • 85% of all students will receive at least a passing grade on the Content area Regents Exam and on the English Regents Exam. A table is uploaded below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of the teacher's students meet the above stated goal.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of the teacher's students meet the above stated goal.
Developing (3 - 8 points) Results are below District goals for similar students.	50-79% of the teacher's students meet the above stated goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than half of the teacher's students meet the above stated goal.

## 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.	All students will be assumed to have little or no knowledge of the content area when beginning the course (i.e. baseline = 0). Teachers will use department-developed assessments to determine student baseline and progress throughout the year and use such data to design lesson plans targeted to student needs. • 85% of all students will receive at least a passing grade on the Content area Regents Exam and on the English Regents Exam. A table is uploaded below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of the teacher's students meet the above stated goal.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of the teacher's students meet the above stated goal.

Developing (3 - 8 points) Results are below District goals for similar students.	50-79% of the teacher's students meet the above stated goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than half of the teacher's students meet the above stated goal.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	TerraNova 3 Level 19 ELA
Grade 10 ELA	State approved 3rd party assessment	TerraNova 3 Level 20 ELA
Grade 11 ELA	Regents assessment	English Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The NCE was chosen as a measure of growth because these are norm-referenced scores based on an equal-interval scale. NCEs allow meaningful comparisons between tests. A change of 0 in NCE points is considered normal growth. Growth of 7 NCE points is considered "educationally significant" according to the publishers of the Terra Nova Assessment. Administrators and teachers will analyze the data and determine the percentage of each teacher's students meeting the above stated goal. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. A chart showing the distribution of points is uploaded below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Growth of 7 NCE points is considered "educationally significant". The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.
Effective (9 - 17 points) Results meet District goals for similar students.	A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating because this is the minimum growth that is acceptable.
Developing (3 - 8 points) Results are below District goals for similar students.	There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated "ineffective".

## 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
Health	State-approved 3rd party assessment	TerraNova 3 ELA Level 20
Physical Education	State-approved 3rd party assessment	TerraNova 3 ELA Levels 10-22
Music	State-approved 3rd party assessment	TerraNova 3 ELA Levels 10-22
Art	State-approved 3rd party assessment	TerraNova 3 ELA Levels 10-22
Business Math	State-approved 3rd party assessment	TerraNova 3 ELA Levels 19-21/22
Independent living	State-approved 3rd party assessment	TerraNova 3 ELA Levels 19-21/22
Technology	State-approved 3rd party assessment	TerraNova 3 ELA Levels 16-21/22
Participation in Government	State-approved 3rd party assessment	TerraNova 3 ELA Level 21/22
Economics	State-approved 3rd party assessment	TerraNova 3 ELA Level 21/22
Spanish	State-approved 3rd party assessment	TerraNova 3 ELA Levels 15-21/22
Personal Finance	State-approved 3rd party assessment	TerraNova 3 ELA Levels 19-21/22
Journalism	State-approved 3rd party assessment	TerraNova 3 ELA Levels 19-21/22
Library	State-approved 3rd party assessment	TerraNova3 ELA Levels 10-15

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.	At the secondary level, college/career readiness requires a high level of reading and writing skills. ELA is the foundation of success in all areas. All teachers should contribute to the teaching of reading and writing in their content area to provide students with a wider and deeper understanding of ELA skills. Having one focus for all teachers will help develop a district-wide unified team approach to moving students up the ELA skill ladder and on to successful college and career experiences. For that reason, the ELA portion of the Terra Nova will be used to determine teacher effectiveness in all of the above subject areas.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Growth of 7 NCE points is considered “educationally significant”. The range of growth considered "highly effective" has been set for any increase in NCE points above 4 for the majority of the teacher's students.
Effective (9 - 17 points) Results meet District goals for similar students.	A change of 0 in NCE points is considered normal growth. We placed "normal growth" at the low end of the effective rating because this is the minimum growth that is acceptable.
Developing (3 - 8 points) Results are below District goals for similar students.	There may be some instances where students do not show a full year's growth, although they come close. This indicates a teacher is developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers of classes where the majority of students do not show a full year's growth within a school year will be rated

"ineffective".

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/5364/124611-TXEttx9bQW/District Set SLO Combined Files\_5.pdf*

## 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.

*To encourage teachers to exceed their goals by utilizing best practices and analyzing data, "bonus" points are given for students who exceed the minimum standards set by SLO goals, which are based on student prior academic history. The explanation of how this is done is explained on the attached chart. We felt it was important to reward teachers who go above and beyond and want to encourage them to individualize instruction and encourage each student to push him/herself as well. Expectations for students with disabilities has been low in this district for too long and we want to encourage teachers to change their point of view on what/how much these students are capable of learning. Providing "bonus" points for teachers who exceed expectations will encourage this shift.*

## 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      Checked  
and only those used for State Growth will be used for Comparable Growth Measures.

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

### 3. Local Measures (Teachers)

Created Thursday, May 03, 2012

Updated Thursday, August 23, 2012

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#### Page 1

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

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	TerraNova 3 ELA Level 14
5	4) State-approved 3rd party assessments	TerraNova 3 ELA Level 15
6	4) State-approved 3rd party assessments	TerraNova 3 ELA Level 16
7	4) State-approved 3rd party assessments	TerraNova 3 ELA Level 17
8	4) State-approved 3rd party assessments	TerraNova 3 ELA Level 18

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	TerraNova 3 Math Level 14
5	4) State-approved 3rd party assessments	TerraNova 3 Math Level 15
6	4) State-approved 3rd party assessments	TerraNova 3 Math Level 16
7	4) State-approved 3rd party assessments	TerraNova 3 Math Level 17
8	4) State-approved 3rd party assessments	TerraNova 3 Math Level 18

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

### 3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/124633-rhJdBgDruP/Local Assessment HEDI points.pdf>

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	TerraNova 3 ELA Level 10
1	7) Student Learning Objectives	TerraNova 3 ELA Level 11
2	7) Student Learning Objectives	TerraNova 3 ELA Level 12
3	7) Student Learning Objectives	TerraNova 3 ELA Level 13

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

### 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	7) Student Learning Objectives	TerraNova 3 Math Level 10
1	7) Student Learning Objectives	TerraNova 3 Math Level 11
2	7) Student Learning Objectives	TerraNova 3 Math Level 12
3	7) Student Learning Objectives	TerraNova 3 Math Level 13

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

### 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	7) Student Learning Objectives	TerraNova 3 Science Level 16
7	7) Student Learning Objectives	TerraNova 3 Science Level 17
8	7) Student Learning Objectives	TerraNova 3 Science Level 18

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

### 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	7) Student Learning Objectives	TerraNova 3 Social Studies Level 16
7	7) Student Learning Objectives	TerraNova 3 Social Studies Level 17
8	7) Student Learning Objectives	TerraNova 3 Social Studies Level 18

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

### 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	7) Student Learning Objectives	TerraNova 3 Social Studies Level 19
Global 2	7) Student Learning Objectives	TerraNova 3 Social Studies Level 20

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

### 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	7) Student Learning Objectives	TerraNova 3 Science Level 19
Earth Science	7) Student Learning Objectives	TerraNova 3 Science Level 20
Chemistry	7) Student Learning Objectives	TerraNova 3 Science Level 21/22
Physics	7) Student Learning Objectives	TerraNova 3 Science Level 21/22

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

### 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	7) Student Learning Objectives	TerraNova 3 Math Level 19
Geometry	7) Student Learning Objectives	TerraNova 3 Math Levels 20-21/22
Algebra 2	7) Student Learning Objectives	TerraNova 3 Math Level 20-21/22

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	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

### 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	7) Student Learning Objectives	TerraNova 3 ELA Level 19
Grade 10 ELA	7) Student Learning Objectives	TerraNova 3 ELA Level 20
Grade 11 ELA	7) Student Learning Objectives	TerraNova 3 ELA Level 21/22

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.	Normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average growth, as measured by NCE points on spring testing, is a negative growth greater than 4 NCE points.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Health	7) Student Learning Objectives	TST BOCES developed Health Assessment grades 8, 10
Economics	7) Student Learning Objectives	TerraNova 3 Math Level 21/22
Physical Education	7) Student Learning Objectives	TST BOCES developed PE Assessment for grades K-12
Spanish	7) Student Learning Objectives	TST BOCES developed Spanish Assessment for Grades 5-6, 7, 8, 9, 10, 11
Art	7) Student Learning Objectives	TST BOCES developed assessment for grades K-12
Technology 8	7) Student Learning Objectives	TST BOCES developed assessment for Technology grade 8
Life & Career Skills	7) Student Learning Objectives	TST BOCES developed assessment for Life & Career Skills grades 7-8
Music	7) Student Learning Objectives	TST BOCES developed assessment for music grades K-12
Business Math	7) Student Learning Objectives	TerraNova 3 Math Levels 19-21/22
Personal Finance	7) Student Learning Objectives	TerraNova 3 Math Levels 19-21/22
Library	7) Student Learning Objectives	TerraNova 3 ELA Levels 10-15

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For those subjects areas using the Terra Nova, normal growth using NCE points is 0. Therefore, to be effective, a teacher's class must average a growth of 0 NCE points from fall to spring, +/- as indicated on the attached chart. A highly effective teacher would see a class average growth score equal to or greater than 2.5 NCE points. An effective teacher could expect to see a change in NCE points between -1.5 and 2.4. A developing teacher may miss his/her goal but not by less than 2-4 NCE points. An ineffective teacher would have a negative growth of more than 4 NCE points.</p> <p>For those subjects using BOCES developed testing, teachers will set goals via SLOs for class growth using the class average. The number of percentage points above or below the target growth will determine HEDI points for that teacher.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>For those using the Terra Nova, the average growth, as measured by NCE points on spring testing, is equal to or greater than 2.5 NCE points.</p> <p>For those using BOCES developed assessments, the class average for growth will exceed expectations by more than 4 percentage points.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For those using the Terra Nova, the average growth, as measured by NCE points on spring testing, is between -1.5 and 2.4 NCE points.</p> <p>For those using BOCES developed assessments, the class average for growth will meet the goal within the range set in the attached chart.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For those using the Terra Nova, the average growth, as measured by NCE points on spring testing, is a negative growth between 2 and 4 NCE points.</p> <p>For those using BOCES developed assessments, the class average for growth will be short of the goal by between 2-4 percentage points.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The average growth, as measured by NCE points on spring testing, is a negative growth between greater than 4 NCE points.</p> <p>For those using BOCES developed assessments, the class average for growth will be short of the goal by more than 4 percentage points.</p>

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/5139/124633-y92vNseFa4/Local Assessment HEDI points\\_1.pdf](assets/survey-uploads/5139/124633-y92vNseFa4/Local Assessment HEDI points_1.pdf)

### 3.14) Locally Developed Controls

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

*None will be used at this time.*

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

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

*The average of all SLOs used for local measures will provide a final score. The same scoring ranges used individually will be used to determine HEDI level for the overall score.*

### 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 Thursday, May 03, 2012

Updated Tuesday, June 19, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

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

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)

### 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.

*Please see attached rubric. Domains 2 and 3 will be measured through observations. Domains 1 and 4 will be measured either through observations, structured review of student work, pre/post observation conversations, documented walk-throughs, teacher goal setting, or teacher self-reflection, or other teacher provided evidence.*

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/5091/124639-eka9yMJ855/Combined Observation Documents.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.	We used one more than the maximum number of points available for a teacher who receives all "Effective" ratings for the bottom end of the range and the maximum number of points if all "Highly Effective" ratings are received for the top end of the range to obtain a raw score.
Effective: Overall performance and results meet NYS Teaching Standards.	We used one more than the maximum number of points available for a teacher who receives all "Developing" ratings for the bottom end of the range and the maximum number of points if all "Effective" ratings are received for the top end of the range to obtain a raw score.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	We used the maximum number of points available for a teacher who receives "Ineffective" ratings in at least one domain for the bottom end of the range and the maximum number of points if all "Developing" ratings are received for the top end of the range to obtain a raw score.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher who does not receive at least a "Developing" in three or more domains would be considered "Ineffective" and receive a raw score of less than 25.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

### 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?

- Not Applicable

# 5. Composite Scoring (Teachers)

Created Thursday, May 03, 2012

Updated Friday, June 15, 2012

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## Page 1

### **Standards for Rating Categories**

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

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Thursday, May 03, 2012

Updated Wednesday, August 22, 2012

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## 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/5265/124657-Df0w3Xx5v6/TIP.docx>

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Before teachers leave in June for the summer break, administrators will go over the "60 points" as well as the determination of HEDI points based on local assessments and District assigned growth scores. We anticipate that the majority of teachers will have their composite scores prior to the summer break. The state growth scores will be included as soon as they are received in the District. Administrators will have the final discussion with teachers in September who receive state growth scores over the summer. Appeals can be filed as outlined below.*

## *Appeals Process*

*Appeals of annual performance reviews (“APPR”) shall be limited to those performance reviews for*

### *1. Tenured teachers*

- o “Ineffective” or “Developing” ratings*
- o Substance of the APPR*
- o Compliance with any locally negotiated procedures regarding annual professional performance reviews or improvement plans.*
- o The District’s issuance and/or implementation of the terms of the Teacher Improvement Plan (not substance) under Education Law 3012-c in connection with an ineffective or developing rating.*

### *2. Probationary teachers:*

- o “Ineffective” rating*
- o Substance of the APPR but limited to Level 1 of the Appeals Process only*
- o Compliance with any locally negotiated procedures regarding annual professional performance reviews or improvement plans.*
- o The District’s issuance and/or implementation of the terms of the Teacher Improvement Plan (not substance) under Education Law 3012-c in connection with an ineffective rating.*

## *PROHIBITION AGAINST MORE THAN ONE APPEAL*

*A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

## *BURDEN OF PROOF*

*In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which s/he seeks relief.*

## *EXCLUSIVITY OF 3012-c APPEAL PROCEDURE*

*The appeal procedure outlined above shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher APPR. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.*

## *PROCESS*

### *I. Level 1 – Evaluator*

*A. Informal – Following a qualifying event as defined in the above sections, the teacher should request a follow-up meeting with the lead evaluator to informally discuss any and all related issues in an effort to resolve any differences.*

*B. Formal - Any appeal must be submitted to the evaluator in writing no later than ten (10) school days from the date when the teacher receives his/her annual performance professional review or Teacher Improvement Plan.*

*When submitting an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the APPR and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending.*

*Within ten (10) school days of receipt of an appeal, the lead evaluator must submit a detailed written response to the appeal including all supporting documents, as well as any additional supporting documents or materials relevant to the response. The teacher and Association President will receive copies of the response and documents.*

*Any supporting documentation/information not submitted or noted by either party in the Level 1 appeal shall not be considered at any further steps of the appeal.*

### *II. Level 2 – Review Board*

*A Review Board, consisting of one tenured administrator (not the evaluator) appointed by the Superintendent or designee and two tenured teachers appointed by the Association President or designee. The committee shall operate under the consensus model.*

*If a teacher is not satisfied with his/her level 1 response, s/he must submit a written appeal to the Review Panel within five (5) school days of the receipt of the written Level 1 response.*

*Within five (5) school days of receipt of the teacher’s appeal, the Review Panel will conduct a hearing at which the teacher and his/her union representative (optional) and the evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.*

*Within five (5) school days of the Review Panel’s hearing, the Review Panel will issue a written determination to the teacher, Teacher Association President, the Superintendent, and the Evaluator. The determination may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.*

### *III. Level 3 – Superintendent*

*Within five (5) school days of the receipt of the Review Panel’s Level 2 response, if a teacher is not satisfied with such response or if consensus is not reached by the Review Panel, the teacher must submit a written appeal to the Superintendent.*

*Within five (5) school days of the receipt of such appeal, the Superintendent may conduct a hearing at which the teacher and his/her union representative (optional) and the Evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.*

*Within five (5) school days of the Superintendent’s hearing, the Superintendent shall issue a written determination to the teacher, Teacher’s Association President and the Evaluator. The determination may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.*

### **RECORDS**

*The entire appeals record will be part of the teacher’s APPR.*

*After entering or noting a document into the record at Level 1 of the Appeals Process, the District shall maintain copies of all the documents/information for further stages of the Appeals Process.*

### **GENERAL CONDITIONS**

- *Education Law 3012-c has always required that APPR constitute a “significant factor” in employment decisions, including but not limited to tenure determinations and termination of probationary teachers. It does not require that the APPR be the sole or determinative factor in tenure or termination decisions, merely that the APPR be considered in making such determinations.*
- *Prior to completion of the APPR in the first year of the probationary term, a probationary teacher may be summarily dismissed for constitutionally and statutorily permissible reasons (include but are not limited to: misconduct, insubordination, time and attendance issues, or conduct inappropriate for a teaching professional) other than classroom performance without regard to the APPR.*
- *The District may make a tenure determination or termination decision during an APPPR appeal as long as it does not rely upon the performance that is being appealed (the subject of the appeal).*
- *If the termination determination is based solely upon performance and rating that is the subject of a pending rating appeal, the District will await completion of the appeal process before making that determination.*

### **APPR**

#### **APPEALS FORM**

*Please submit the signed and completed form to the Lead Evaluator (Level 1), Review Board (Level 2), or Superintendent (Level 3).*

*Teacher Name Date APPR/Tip Received*

*Authoring Evaluator Date of Appeal*

*By submitting this appeal, I am requesting that the Lead Evaluator, Review Team, or Superintendent review the attached APPR and supporting documents to determine whether to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.*

*Teacher Signature Date*

**LEVEL OF APPEAL (check one)**

Level 1  Level 2  Level 3

#### **TYPE OF APPEAL**

**PROCEDURAL:** *Please explain why the evaluation process was procedurally flawed (include CBA language, relevant documents and the evaluation or TIP under appeal). Attach additional pages if necessary.*

*SUBSTANTIVE: Please check all the boxes below for areas that are being appealed. Explain why you believe the remedy being sought should be granted. Attach additional pages if necessary.*

- Domain 1: Planning and Preparation*
- Domain 2: The Classroom Environment*
- Domain 3: Instruction*
- Domain 4: Professional Responsibilities*

*REMEDY SOUGHT:*

## 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.

*All administrators who assess teachers were trained by BOCES in 2011-2012 in nine sessions and were certified by the Board of Education. These administrators will also be trained by Teachscape in 2012-2013. This training involves approximately 20 hours of course work plus a final exam. This training includes video examples and practice sessions for a variety of classroom settings, including special education. All teachers will be given an overview of the new assessment procedure in 2012-2013 and provided access to additional, extensive training via Teachscape. In addition, professional development will be offered throughout the 2012-2013 school year. Administrators will be required to review the training sections of Teachscape on a bi-annual basis and co-rate one teacher each year with another administrator in order to maintain inter-rater reliability over time. Administrators will be recertified each year by the Board of Education after completing the review training and inter-rater reliability verification process.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, May 03, 2012

Updated Wednesday, August 22, 2012

## Page 1

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

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

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

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):

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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.	Because research shows that children who are not reading on grade level by grade 3 have a low school success rate. Those below grade level in the fall will be expected to make more progress than those at grade level in order to "catch up". Proper interventions will make this possible. Therefore, in order to be effective, the district has set an achievement benchmark for any principals required to have an SLO.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A minimum of 91% of elementary students will achieve a level 3 on the ELA grade 3 NYS Assessment; a minimum of 91% of middle school students will achieve a level 3 on the ELA grade 8 NYS Assessment; a minimum of 91% of high school students will pass the English Regents in order to be rated highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Between 79-90% of elementary students will achieve a level 3 on the ELA grade 3 NYS Assessment; Between 79-90% of middle school students will achieve a level 3 on the ELA grade 8 NYS Assessment; Between 79-90% of high school students will pass the English Regents in order to be rated effective
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Between 65-78% of elementary students will achieve a level 3 on the ELA grade 3 NYS Assessment; Between 65-78% of middle school students will achieve a level 3 on the ELA grade 8 NYS Assessment; Between 65-78% of high school students will pass the English Regents in order to be rated effective to be rated developing.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Less than 64% of elementary students will achieve a level 3 on the ELA grade 3 NYS Assessment; Less than 64% of middle school students will achieve a level 3 on the ELA grade 8 NYS Assessment; Less than 64% of high school students will pass the

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

*assets/survey-uploads/5365/124663-lha0DogRNw/District Set SLO Administrator\_1.pdf*

## 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 at this time*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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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, May 03, 2012

Updated Wednesday, August 22, 2012

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## Page 1

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

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

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

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

### 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
PK-5	(d) measures used by district for teacher evaluation	TerraNova 3 ELA Levels 10-15
6-8	(d) measures used by district for teacher evaluation	TerraNova 3 ELA Levels 16-18
9-12	(h) students' progress toward graduation	Credits earned as recorded on Student Transcripts in grades 9-11

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.	Principals will set SLO goals for student achievement based on 2011-2012 data. Between 55-77% of the total number of students at each grade level will meet the goal in order for the principal to be rated effective. More than 77% meeting the goal would be rated highly effective. Less than 55% but more than 49% would be rated developing. Less than 49% would be rated ineffective.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	More than 77% meeting the goal would be rated highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Between 55-77% of the total number of students at each grade level will meet the goal in order for the principal to be rated effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Less than 55% but more than 49% would be rated developing.

grade/subject.

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

Less than 49% would be rated ineffective.

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/5366/124664-qBFVOWF7fC/Local Assessment HEDI points Value Added Administrators.pdf](#)

## 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

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.	Principals will set SLO goals for student achievement based on 2011-2012 data. Between 55-77% of the total number of students at each grade level will meet the goal in order for the principal to be rated effective. More than 77% meeting the goal would be rated highly effective. Less than 55% but more than 49% would be rated developing. Less than 49% would be rated ineffective.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	More than 77% meeting the goal would be rated highly effective.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Between 55-77% of the total number of students at each grade level will meet the goal in order for the principal to be rated effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 55% but more than 49% would be rated developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 49% would be rated ineffective.

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/5366/124664-T8MIGWUVm1/Local Assessment HEDI points Administrators\_1.pdf*

### 8.3) Locally Developed Controls

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

*None at this time.*

### 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.

*No multiple measures are anticipated at this time. If any principal does have more than one locally selected measure, results will be averaged.*

### 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 Thursday, May 03, 2012

Updated Tuesday, June 26, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*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.	Checked
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

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

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

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

*Raw scores will be determined by assigning points to each domain of the rubric used. These raw scores will be converted to HEDI points per the attached document. Principals earning at least half of the points available will be rated "effective". Highly effective principals will not lose more than 10 of the available points. Principals not earning at least half will be rated developing or ineffective per the attached document.*

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/5143/124665-pMADJ4gk6R/sConversion Chart Principals.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.	In order to be highly effective, a principal must earn 59 or 60 HEDI points
Effective: Overall performance and results meet standards.	In order to be effective, a principal must earn 57 or 58 HEDI points
Developing: Overall performance and results need improvement in order to meet standards.	In order to be developing, a principal must earn 55 or 56 HEDI points
Ineffective: Overall performance and results do not meet standards.	In order to be ineffective, a principal must earn less than 55 HEDI points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

## 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 Thursday, May 03, 2012

Updated Tuesday, June 26, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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 Thursday, May 03, 2012

Updated Wednesday, August 22, 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/5276/124667-Df0w3Xx5v6/Principal Improvement Plan\\_1.pdf](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *Appeals Process*

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

*1. The substance of the annual professional performance review;*

*2. The school district's adherence to the standards and methodologies required for such reviews;*

*3. The adherence to the Commissioner's regulations, as applicable to such reviews;*

*4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews.*

*B. Appeals of annual professional performance reviews may be brought for ineffective or developing ratings only.*

*C. A principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.*

*D. The burden shall be on the district to establish evidence that the rating given to the appellant was justified.*

*E. All appeals shall be filed in writing.*

*F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.*

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

*H. Within fifteen (15) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.*

*I. Within ten (10) business days of the district's response, a Review Committee will be formed, consisting of two (2) district level administrators chosen by the District and one (1) Principal chosen by the NAA. The parties agree that:*

*a. The Review Committee shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*

*b. The hearing shall be conducted in no more than three (3) hours unless extenuating circumstances are present and the Review Committee requests more time.*

*c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*

*d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;*

*e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;*

*f. The district shall have the opportunity to present its case supporting the rating and then the principal may refute the presentation.*

*These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

*g. The Review Committee's decision will be made by consensus.*

*K. A written decision on the merits of the appeal shall be rendered no later than fifteen (15) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either affirm or set aside a district's rating. A copy of the decision shall be provided to the principal and the district representative.*

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

*M. All legal costs incurred will be the responsibility of the party incurring such costs. Any costs for the Review committee, other than BOCES services, will be shared between Principal and District.*

*N. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*

*O. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*

## 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.

*All Evaluators received 8 training sessions through TST BOCES throughout the 2011-2012 school year. In addition, evaluators will take a 20 hour on-line training course through Teachscape over the summer on evaluating teachers using the Charlotte Danielson 2011 rubric in order to assure inter-rater reliability. A refresher course will be taken each year and at least one teacher evaluation per evaluator will be co-observed each year to maintain inter-rater reliability. Evaluators of principals were trained through TST BOCES and will continue personal professional development in using the Multidimensional Principal Performance Rubric. All Evaluators were certified by the Board of Education and will be recertified annually after taking a refresher course.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Thursday, May 03, 2012

Updated Wednesday, August 22, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/124668-3Uqgn5g9Iu/Joint Certification August 2012.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.

# Newfield Central School District-Wide Student Learning Objectives Teachers with no State Assessment or Exam 0-20 points

## Population:

- 100% of students for teachers with no state-provided growth measure
- 100% of students for teachers with less than 50% of their students covered by a state-provided growth measure  
(Class rosters to be attached)

## Learning Content:

- ELA – Reading/Writing across the content areas based on the K-12 Common Core Learning Standards in ELA
  - Shift 4: Classroom experiences stay deeply connected to the text and students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
  - Shift 5: Writing emphasizes use of evidence to inform or make an argument rather than the personal narrative and other forms of de-contextualized prompts. Students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
  - Shift 6: Students build the vocabulary needed to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse”, “generation”, “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

## Interval of Instruction:

- October 15, 2012 – May 15, 2013

## Rationale:

- The elementary school was identified as a SINI school due to low state assessment scores in ELA among classified students. Scores for all students are mostly at the “2” or “3” level, with very few at the mastery “4” level. The Middle School did not make AYP in 2010-11 for classified students. Lower scores in math are mostly due to student inability to comprehend the written problems. At the secondary level, college/career readiness requires a high level of reading and writing skills. ELA is the foundation of success in all areas. All teachers should contribute to the teaching of reading and writing in their content area to provide students with a wider and deeper understanding of ELA skills. Having one focus for all teachers will help develop a district-wide unified team approach to moving students up the ELA skill ladder and on to successful college and career experiences.

## State Approved 3<sup>rd</sup> Party Assessment:

- TerraNova 3 Levels 10-21/22 for grades K-12

## Baseline:

- All students will be tested in the fall with the TerraNova 3 in order to obtain baseline data.

Evidence:

- 80% of all non-classified students or classified students with other than learning disabilities or intellectual disabilities will increase by a minimum of 1 NCE point on the TerraNova 3 ELA test, from fall to spring. Students with learning disabilities or intellectual disabilities will increase by a minimum of 0 NCE point on the TerraNova 3 ELA test, from fall to spring.

Scoring:

- The NCE was chosen as a measure of growth because these are norm-referenced scores based on an equal-interval scale. NCEs allow meaningful comparisons between tests. A change of 0 in NCE points is considered normal growth. Growth of 7 NCE points is considered “educationally significant” according to the publishers of the TerraNova 3 Assessment. Administrators and teachers will analyze the data and determine the percentage of each teacher’s students meeting the above stated goal. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. Points will be assigned as follows:

For teachers of non-classified students or teachers of classified students with other than learning disabilities (LD) or are intellectually disabled (ID), the following chart will be used:

<b>HIGHLY EFFECTIVE</b> 18-20 points		<b>EFFECTIVE</b> 9-17 points		<b>DEVELOPING</b> 3-8 points		<b>INEFFECTIVE</b> 0-2 points	
90-100% of students grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		72-89% of students grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		50-71% of students grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		49% or less students grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment	
<b>% OF STUDENTS MEETING GOAL</b>	<b>HEDI POINTS</b>	<b>% OF STUDENTS MEETING GOAL</b>	<b>HEDI POINTS</b>	<b>% OF STUDENTS MEETING GOAL</b>	<b>HEDI POINTS</b>	<b>% OF STUDENTS MEETING GOAL</b>	<b>HEDI POINTS</b>
97-100%	20 points	88-89%	17 points	69 -71%	8 points	41-49%	2 points
94-96%	19 points	86-87%	16 points	66-68%	7 points	21-40%	1 point
90-93%	18 points	84-85%	15 points	63-65%	6 points	0 - 20%	0 points
		82-83%	14 points	60-62%	5 points		
		80-81%	13 points	57-59%	4 points		
		78-79%	12 points	50-56%	3 points		
		76-77%	11 points				
		74-75%	10 points				
		72-73%	9 points				

For teachers of students with learning disabilities (LD) or who are intellectually disabled (ID), the following chart will be utilized:

HIGHLY EFFECTIVE 18-20 points		EFFECTIVE 9-17 points		DEVELOPING 3-8 points		INEFFECTIVE 0-2 points	
90-100% of students grew by a minimum of 0 NCE points on the TerraNova 3 ELA Assessment		72-89% of students grew by a minimum of 0 NCE points on the TerraNova 3 ELA Assessment		50-71% of students grew by a minimum of 0 NCE points on the TerraNova 3 ELA Assessment		49% or less students grew by a minimum of 0 NCE points on the TerraNova 3 ELA Assessment	
% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS
97-100%	20 points	88-89%	17 points	69 -71%	8 points	41-49%	2 points
94-96%	19 points	86-87%	16 points	66-68%	7 points	21-40%	1 point
90-93%	18 points	84-85%	15 points	63-65%	6 points	0 - 20%	0 points
		82-83%	14 points	60-62%	5 points		
		80-81%	13 points	57-59%	4 points		
		78-79%	12 points	50-56%	3 points		
		76-77%	11 points				
		74-75%	10 points				
		72-73%	9 points				

To encourage teachers to raise expectations and to utilize best instructional practices, bonus points will be awarded for each student who increases more than the NCE point goals above as in the following example:

Without bonus

Student 1	+1 NCE	Met goal
Student 2	+1 NCE	Met goal
Student 3	+0.5 NCE	
Student 4	-0.3 NCE	
Student 5	+1 NCE	Met goal
Student 6	+4 NCE	Met goal
Student 6	+1.5 NCE	Met goal
Student 8	+2 NCE	Met goal

6/8 or 75% met goal  
HEDI points = 10

With bonus

Student 1	+1 NCE	Met goal
Student 2	+1 NCE	Met goal
Student 3	+0.5 NCE	
Student 4	-0.3 NCE	
Student 5	+1 NCE	Met goal
Student 6	+4 NCE	Exceeded goal by 3
Student 6	+1.5 NCE	Exceeded goal by 0.5
Student 8	+2 NCE	Exceeded goal by 1

6/8 or 75% met goal  
Total NCE points beyond goal = 4.5  
Add 4.5% points for a total of 79.5% (round to 80%) of students meeting the goal

HEDI points = 13

# Newfield Central School District-Wide Student Learning Objectives – Teachers of Courses Ending in a Regents Exam 0-20 points

## Population:

- 100% of students for teachers of courses ending in a Regents Exam.

## Learning Content:

- Course Content based on Common Core Learning Standards in the subject area (teacher and administrator will agree on one or two areas of greatest need).
- ELA – Reading/Writing across the content areas based on the K-12 Common Core Learning Standards in ELA
  - Shift 4: Classroom experiences stay deeply connected to the text and students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
  - Shift 5: Writing emphasizes use of evidence to inform or make an argument rather than the personal narrative and other forms of de-contextualized prompts. Students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
  - Shift 6: Students build the vocabulary needed to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse”, “generation”, “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

## Interval of Instruction:

- October 15, 2012 – June 1, 2013

## Rationale:

- The elementary school was identified as a SINI school due to low state assessment scores in ELA among classified students. Scores for all students are mostly at the “2” or “3” level, with very few at the mastery “4” level. The Middle School did not make AYP in 2010-11 for classified students. Lower scores in math are mostly due to student inability to comprehend the written problems. At the secondary level, college/career readiness requires a high level of reading and writing skills. ELA is the foundation of success in all areas. All teachers should contribute to the teaching of reading and writing in their content area to provide students with a wider and deeper understanding of ELA skills. Having one focus for all teachers will help develop a district-wide unified team approach to moving students up the ELA skill ladder and on to successful college and career experiences.

## State Approved Assessment:

- Regents Exam in Content Area
- TerraNova 3 for ELA

## Baseline:

- Teachers will use department-developed assessments to determine student baseline and progress throughout the year and use such data to design lesson plans targeted to student needs. The TerraNova 3 will be used to determine baseline for ELA, Science, Math, and Social Studies.

Evidence:

- 75% of the teacher’s students will receive a passing grade or better on the content area Regents Exam and on the English Regents Exam (if taken) AND improve by 1 NCE point (non LD or ID students) or 0 NCE points (LD or ID students) on the ELA portion of the TerraNova 3.

Scoring:

- Administrators will analyze the data and determine the percentage of each teacher’s students meeting the above stated goal to the nearest percentage point. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. Points will be assigned as follows:

For teachers of non-classified students or teachers of classified students with other than learning disabilities (LD) or who are intellectually disabled (ID), the following chart will be used:

<b>HIGHLY EFFECTIVE</b> <b>18-20 points</b>		<b>EFFECTIVE</b> <b>9-17 points</b>		<b>DEVELOPING</b> <b>3-8 points</b>		<b>INEFFECTIVE</b> <b>0-2 points</b>	
90-100% of students passed the Regents exam AND grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		72-89% of students passed the Regents exam AND grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		50-71% of students passed the Regents exam AND grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		49% or less students passed the Regents exam AND grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment	
% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS
97-100%	20 points	88-89%	17 points	69-71%	8 points	41-49%	2 points
94-96%	19 points	86-87%	16 points	66-68%	7 points	21-40%	1 point
90-93%	18 points	84-85%	15 points	63-65%	6 points	0-20%	0 points
		82-83%	14 points	60-62%	5 points		
		80-81%	13 points	57-59%	4 points		
		78-79%	12 points	50-56%	3 points		
		76-77%	11 points				
		74-75%	10 points				
		72-73%	9 points				

For teachers of students with learning disabilities (LD) or who are intellectually disabled (ID), the following chart will be utilized:

<b>HIGHLY EFFECTIVE</b> <b>18-20 points</b>		<b>EFFECTIVE</b> <b>9-17 points</b>		<b>DEVELOPING</b> <b>3-8 points</b>		<b>INEFFECTIVE</b> <b>0-2 points</b>	
90-100% of students passed the Regents exam AND grew by a minimum of 0 NCE point on the TerraNova 3 ELA Assessment		72-89% of students passed the Regents exam AND grew by a minimum of 0 NCE point on the TerraNova 3 ELA Assessment		50-71% of students passed the Regents exam AND grew by a minimum of 0 NCE point on the TerraNova 3 ELA Assessment		49% or less students passed the Regents exam AND grew by a minimum of 0 NCE point on the TerraNova 3 ELA Assessment	
% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS
97-100%	20 points	88-89%	17 points	97-100%	20 points	88-89%	17 points
94-96%	19 points	86-87%	16 points	94-96%	19 points	86-87%	16 points
90-93%	18 points	84-85%	15 points	90-93%	18 points	84-85%	15 points
		82-83%	14 points			82-83%	14 points
		80-81%	13 points			80-81%	13 points
		78-79%	12 points			78-79%	12 points
		76-77%	11 points			76-77%	11 points
		74-75%	10 points			74-75%	10 points
		72-73%	9 points			72-73%	9 points

Since we really want to encourage both students and teachers to excel, not just meet minimum standards, bonus points will be assigned for students who achieve mastery level (85+) on the Regents Exam or level 4 on the Grade 3 ELA Assessment by counting their scores twice in determining the percentage of students passing. For example, using the first chart:

**Without Bonus**

Student 1	65
Student 2	70
Student 3	72
Student 4	86
Student 5	55
Student 6	57
Student 7	93
Student 8	95

Average passing = 6/8 or 75%  
Number of HEDI points = 10

**With Bonus**

Student 1	65
Student 2	70
Student 3	72
Student 4	<b>86</b>
Student 5	55
Student 6	57
Student 7	<b>93</b>
Student 8	<b>95</b>

Average passing = 9/11 or 82%  
Number of HEDI points = 14

## Newfield Central School District-Wide Student Learning Objectives – Teachers of Courses Ending in a NYS Assessment (no state score) 0-20 points

### Population:

- 100% of students for teachers of courses ending in a NYS Assessment for which there is no state growth score provided.

### Learning Content:

- Course Content based on Common Core Learning Standards in the subject area (teacher and administrator will agree on one or two areas of greatest need).
- ELA – Reading/Writing across the content areas based on the K-12 Common Core Learning Standards in ELA
  - Shift 4: Classroom experiences stay deeply connected to the text and students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
  - Shift 5: Writing emphasizes use of evidence to inform or make an argument rather than the personal narrative and other forms of de-contextualized prompts. Students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
  - Shift 6: Students build the vocabulary needed to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse”, “generation”, “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

### Interval of Instruction:

- October 15, 2012 – May 15, 2013

### Rationale:

- The elementary school was identified as a SINI school due to low state assessment scores in ELA among classified students. Scores for all students are mostly at the “2” or “3” level, with very few at the mastery “4” level. The Middle School did not make AYP in 2010-11 for classified students. Lower scores in math are mostly due to student inability to comprehend the written problems. At the secondary level, college/career readiness requires a high level of reading and writing skills. ELA is the foundation of success in all areas. All teachers should contribute to the teaching of reading and writing in their content area to provide students with a wider and deeper understanding of ELA skills. Having one focus for all teachers will help develop a district-wide unified team approach to moving students up the ELA skill ladder and on to successful college and career experiences.

### State Approved Assessment:

- NYS Assessment in Content Area
- TerraNova 3 for ELA

### Baseline:

- Teachers will use department-developed assessments to determine student baseline and progress throughout the year and use such data to design lesson plans targeted to student needs. The TerraNova 3 will be used to determine baseline for ELA where a state assessment is not available for the previous year.

Evidence:

- 75% of the teacher’s students will receive a level 3 or better on the content area NYS Assessment AND improve by 1 NCE point (non LD or ID students) or 0 NCE points (LD or ID students) on the ELA portion of the TerraNova 3.

Scoring:

- Administrators will analyze the data and determine the percentage of each teacher’s students meeting the above stated goal to the nearest percentage point. Teachers will be assessed only for students in their classes as of BEDS Day. Students enrolling after BEDS day or transferring out of district at any point will not be included. Points will be assigned as follows:

For teachers of non-classified students or teachers of classified students with other than learning disabilities (LD) or who are intellectually disabled (ID), the following chart will be used:

<b>HIGHLY EFFECTIVE</b> 18-20 points		<b>EFFECTIVE</b> 9-17 points		<b>DEVELOPING</b> 3-8 points		<b>INEFFECTIVE</b> 0-2 points	
90-100% of students achieve a level 3 on the NYS Assessment AND grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		51-89% of students achieve a level 3 on the NYS Assessment AND grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		20-50% of students achieve a level 3 on the NYS Assessment AND grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		20% or less students achieve a level 3 on the NYS Assessment AND grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment	
% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS
97-100%	20 points	86-89%	17 points	45-50%	8 points	15-20%	2 points
94-96%	19 points	81-85%	16 points	40-44%	7 points	10-15%	1 point
90-93%	18 points	76-80%	15 points	35-39%	6 points	0-10%	0 points
		71-75%	14 points	30-34%	5 points		
		67-70%	13 points	25-29%	4 points		
		63-66%	12 points	20-24%	3 points		
		59-62%	11 points				
		55-58%	10 points				
		51-54%	9 points				

Because the numbers of students in ID or LD self-contained classes are low (under 16), the percentages were adjusted in each rating to be statistically comparable to the larger general education classes and reasonably in line with baseline data for these students. Therefore, for teachers of students with learning disabilities (LD) or who are intellectually disabled (ID), the following chart will be utilized:

HIGHLY EFFECTIVE 18-20 points		EFFECTIVE 9-17 points		DEVELOPING 3-8 points		INEFFECTIVE 0-2 points	
75-100% of students achieve a level 3 on the NYS Assessment or grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		25-74% of students achieve a level 3 on the NYS Assessment or grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		10-24% of students achieve a level 3 on the NYS Assessment or grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment		9% or less students achieve a level 3 on the NYS Assessment or grew by a minimum of 1 NCE point on the TerraNova 3 ELA Assessment	
% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS	% OF STUDENTS MEETING GOAL	HEDI POINTS
93-100%	20 points	69-74%	17 points	22-24%	8 points	7-9%	2 points
84-92%	19 points	63-68%	16 points	20-21%	7 points	4-6%	1 point
75-83%	18 points	57-62%	15 points	17-19%	6 points	0-3%	0 points
		51-56%	14 points	14-16%	5 points		
		45-50%	13 points	12-13%	4 points		
		40-44%	12 points	10-11%	3 points		
		35-39%	11 points				
		30-34%	10 points				
		25-29%	9 points				

Since we really want to encourage both students and teachers to excel, not just meet minimum standards, bonus points will be assigned for students who achieve a level 4 on the NYS Assessments by counting their scores twice in determining the percentage of students passing. For example, using the first chart:

**Without Bonus**

Student 1	3
Student 2	3
Student 3	3
Student 4	4
Student 5	2
Student 6	2
Student 7	4
Student 8	4

Average passing = 6/8 or 75%  
Number of HEDI points = 14

**With Bonus**

Student 1	3
Student 2	3
Student 3	3
Student 4	<b>4</b>
Student 5	2
Student 6	2
Student 7	<b>4</b>
Student 8	<b>4</b>

Average passing = 9/11 or 82%  
Number of HEDI points = 16

Local Assessment – Determination of HEDI Points (20 points)

- Grades K-3 ELA
- Grades K-3 Math
- Grades 6-8 Science
- Grades 6-8 Social Studies
- High School Social Studies
- High School Science
- High School Math
- High School English
- All Other Courses as listed

**Terra Nova**

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Change in NCE	HEDI Points	Change in NCE	HEDI Points	Change in NCE	HEDI Points	Change in NCE	HEDI Points
<-5	0	-3.6 to -4.0	3	-1.4 to -1.5	9	2.5 to 3.2	18
-4.6 to -5	1	-3.3 to -3.5	4	-1.1 to -1.3	10	3.3 to 4.0	19
-4.1 to -4.5	2	-3.0 to -3.2	5	-0.8 to -1.0	11	<4.0	20
		-2.5 to -3.0	6	-0.5 to -0.7	12		
		-2.1 to -2.4	7	-0.1 to -0.4	13		
		-1.6 to -2.0	8	0	14		
				0.1 to 1.0	15		
				1.1 to 1.7	16		
				1.8 to 2.4	17		

**BOCES Developed**

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Percentage Points beyond goal	HEDI Points						
<-5	0	-3.6 to -4.0	3	-1.4 to -1.5	9	2.5 to 3.2	18
-4.6 to -5	1	-3.3 to -3.5	4	-1.1 to -1.3	10	3.3 to 4.0	19
-4.1 to -4.5	2	-3.0 to -3.2	5	-0.8 to -1.0	11	<4.0	20
		-2.5 to -3.0	6	-0.5 to -0.7	12		
		-2.1 to -2.4	7	-0.1 to -0.4	13		
		-1.6 to -2.0	8	0	14		
				0.1 to 1.0	15		
				1.1 to 1.7	16		
				1.8 to 2.4	17		

Local Assessment – Determination of HEDI Points Value Added (15 points)

Grades 4-8 ELA  
Grades 4-8 Math

**Terra Nova**

<b>INEFFECTIVE</b>		<b>DEVELOPING</b>		<b>EFFECTIVE</b>		<b>HIGHLY EFFECTIVE</b>	
Change in NCE	HEDI Points	Change in NCE	HEDI Points	Change in NCE	HEDI Points	Change in NCE	HEDI Points
<-5	0	-3.6 to -4.0	3	-1.1 to -1.5	8	2.5 to 4.0	14
-4.6 to -5	1	-3.1 to -3.5	4	-0.6 to -1.0	9	<4.0	15
-4.1 to -4.5	2	-2.6 to -3.0	5	-0.1 to -0.5	10		
		-2.1 to -2.5	6	0	11		
		-1.6 to -2.0	7	0.1 to 1.0	12		
				1.1 to 2.4	13		

Local Assessment – Determination of HEDI Points (20 points)

- Grades K-3 ELA
- Grades K-3 Math
- Grades 6-8 Science
- Grades 6-8 Social Studies
- High School Social Studies
- High School Science
- High School Math
- High School English
- All Other Courses as listed

**Terra Nova**

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Change in NCE	HEDI Points	Change in NCE	HEDI Points	Change in NCE	HEDI Points	Change in NCE	HEDI Points
<-5	0	-3.6 to -4.0	3	-1.4 to -1.5	9	2.5 to 3.2	18
-4.6 to -5	1	-3.3 to -3.5	4	-1.1 to -1.3	10	3.3 to 4.0	19
-4.1 to -4.5	2	-3.0 to -3.2	5	-0.8 to -1.0	11	<4.0	20
		-2.5 to -3.0	6	-0.5 to -0.7	12		
		-2.1 to -2.4	7	-0.1 to -0.4	13		
		-1.6 to -2.0	8	0	14		
				0.1 to 1.0	15		
				1.1 to 1.7	16		
				1.8 to 2.4	17		

**BOCES Developed**

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Percentage Points beyond goal	HEDI Points						
<-5	0	-3.6 to -4.0	3	-1.4 to -1.5	9	2.5 to 3.2	18
-4.6 to -5	1	-3.3 to -3.5	4	-1.1 to -1.3	10	3.3 to 4.0	19
-4.1 to -4.5	2	-3.0 to -3.2	5	-0.8 to -1.0	11	<4.0	20
		-2.5 to -3.0	6	-0.5 to -0.7	12		
		-2.1 to -2.4	7	-0.1 to -0.4	13		
		-1.6 to -2.0	8	0	14		
				0.1 to 1.0	15		
				1.1 to 1.7	16		
				1.8 to 2.4	17		

Local Assessment – Determination of HEDI Points Value Added (15 points)

Grades 4-8 ELA  
Grades 4-8 Math

**Terra Nova**

<b>INEFFECTIVE</b>		<b>DEVELOPING</b>		<b>EFFECTIVE</b>		<b>HIGHLY EFFECTIVE</b>	
Change in NCE	HEDI Points	Change in NCE	HEDI Points	Change in NCE	HEDI Points	Change in NCE	HEDI Points
<-5	0	-3.6 to -4.0	3	-1.1 to -1.5	8	2.5 to 4.0	14
-4.6 to -5	1	-3.1 to -3.5	4	-0.6 to -1.0	9	<4.0	15
-4.1 to -4.5	2	-2.6 to -3.0	5	-0.1 to -0.5	10		
		-2.1 to -2.5	6	0	11		
		-1.6 to -2.0	7	0.1 to 1.0	12		
				1.1 to 2.4	13		

TEACHER NAME:

SCHOOL YEAR:

<i>Final Evaluation Teacher Signature:</i>				Date
<i>Administrator Signature:</i>				Date
<b>DOMAIN 1: Planning and Preparation (18 points)</b>	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
A: Demonstrating Knowledge of Content and Pedagogy				
B: Demonstrating Knowledge of Students				
C: Setting Instructional Outcomes				
D: Demonstrating Knowledge of Resources				
E: Designing Coherent Instruction				
F: Designing Student Assessments				
<b>TOTAL SCORE FOR DOMAIN 1</b>				0
<b>DOMAIN 2: The Classroom Environment (15 points)</b>	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
A: Creating an Environment of Respect and Rapport				
B: Establishing a Culture for Learning				
C: Managing Classroom Procedures				
D: Managing Student Behavior				
E: Organizing Physical Space				
<b>TOTAL SCORE FOR DOMAIN 2</b>				0
<b>DOMAIN 3: Instruction (30 points)</b>	Ineffective (0)	Developing (2)	Effective (4)	Highly Effective (6)
A: Communicating with Students				
B: Using Questioning and Discussion Techniques				
C: Engaging Students in Learning				
D: Using Assessment in Instruction				
E: Demonstrating Flexibility and Responsiveness				
<b>TOTAL SCORE FOR DOMAIN 3</b>				0
<b>DOMAIN 4: Professional Responsibilities (15 points)</b>	Ineffective (0)	Developing (1)	Effective (2)	Highly Effective (3)
A: Reflecting on Teaching				
B: Maintaining Accurate Records				
C: Communicating with Families				
D: Participating in a Professional Community				
E: Growing and Developing Professionally				
<b>TOTAL SCORE FOR DOMAIN 4</b>				0
<b>TOTAL SCORE FOR OBSERVATIONS/OTHER EVIDENCE (out of 78)</b>				0
<b>TOTAL SCORE FOR LOCAL ASSESSMENTS (0-15/20 points)</b>				
<b>TOTAL SCORE FOR STATE/DISTRICT ASSESSMENTS (0-20/25 points)</b>				
<b>CONVERTED SCORE FOR OBSERVATIONS/OTHER EVIDENCE (0-60 points)</b>				
<b>TOTAL APPR SCORE (0-100 points)</b>				0

APPR Observation Conversion Chart

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Raw Score	HEDI Score	Raw Score	HEDI Score	Raw Score	HEDI Score	Raw Score	HEDI Score
0	0	25-26	50	43-52	57	62-70	59
0.5	1	27-28	51	53-61	58	71-78	60
1	2	29-30	52				
1.5	3	31-33	53				
2	4	34-36	54				
2.5	5	37-39	55				
3	6	40-42	56				
3.5	7						
4	8						
4.5	9						
5	10						
5.5	11						
6	12						
6.5	13						
7	14						
7.5	15						
8	16						
8.5	17						
9	18						
9.5	19						
10	20						
10.5	21						
11	22						
11.5	23						
12	24						
12.5	25						
13	26						
13.5	27						
14	28						
14.5	29						
15	30						
15.5	31						
16	32						
16.5	33						
17	34						
17.5	35						
18	36						
18.5	37						
19	38						
19.5	39						
20	40						
20.5	41						
21	42						
21.5	43						
22	44						
22.5	45						
23	46						
23.5	47						
24	48						
24.5	49						

**NEWFIELD CENTRAL SCHOOL DISTRICT**  
Teacher Improvement Plan

Teacher: \_\_\_\_\_

Date of Initial Meeting: \_\_\_\_\_ Date of Plan: \_\_\_\_\_

**Areas of Concern based on the Skills and Attributes of Effective Teachers:**

**DOMAIN 1: Planning and Preparation**

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

**DOMAIN 2: The Classroom Environment**

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

**DOMAIN 3: Instruction**

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

**DOMAIN 4: Professional Responsibilities**

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally

**Specific Areas of Focus:**

Area of Concern	Goal/Strategy	Time Frame	Support Resources & Strategies	Completion of Goal Date(s)

Other Comments:

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

District Set – Determination of HEDI Points (20 points)

<b>INEFFECTIVE</b>		<b>DEVELOPING</b>		<b>EFFECTIVE</b>		<b>HIGHLY EFFECTIVE</b>	
Percentage of Students meeting benchmark	HEDI Points	Percentage of Students meeting benchmark	HEDI Points	Percentage of Students meeting benchmark	HEDI Points	Percentage of Students meeting benchmark	HEDI Points
0-35	0	65	3	71-72	9	91-93	18
36-49	1	66	4	73-74	10	94-96	19
50-64	2	67	5	75-76	11	97-100	20
		68	6	77-78	12		
		69	7	79-80	13		
		70	8	81-83	14		
				84-86	15		
				87-88	16		
				89-90	17		

Local Assessment – Determination of HEDI Points VALUE ADDED (15 points) for Administrators

<b>INEFFECTIVE</b>		<b>DEVELOPING</b>		<b>EFFECTIVE</b>		<b>HIGHLY EFFECTIVE</b>	
Percentage of Students Meeting Goal	HEDI Points	Percentage of Students Meeting Goal	HEDI Points	Percentage of Students Meeting Goal	HEDI Points	Percentage of Students Meeting Goal	HEDI Points
0-25	0	49	3	55-60	8	78-80	14
26-35	1	50	4	61-63	9	81-100	15
36-48	2	51	5	64-65	10		
		52	6	66-67	11		
		53-54	7	68-69	12		
				70-77	13		

Local Assessment – Determination of HEDI Points (20 points) for Administrators

<b>INEFFECTIVE</b>		<b>DEVELOPING</b>		<b>EFFECTIVE</b>		<b>HIGHLY EFFECTIVE</b>	
Percentage of Students Meeting Goal	HEDI Points	Percentage of Students Meeting Goal	HEDI Points	Percentage of Students Meeting Goal	HEDI Points	Percentage of Students Meeting Goal	HEDI Points
0-25	0	49	3	55-60	9	78-80	18
26-35	1	50	4	61-63	10	81-85	19
36-48	2	51	5	64-65	11	86-100	20
		52	6	66-67	12		
		53	7	68-69	13		
		54	8	70-71	14		
				72-73	15		
				74-75	16		
				76-77	17		

Other Measures of Effectiveness

Conversion Chart - Principals

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
0	0	15-20	55	30-39	57	50-54	59
.25	1	21-29	56	40-49	58	55-60	60
.5	2						
.75	3						
1	4						
1.25	5						
1.5	6						
1.75	7						
2	8						
2.25	9						
2.5	10						
2.75	11						
3	12						
3.25	13						
3.5	14						
3.75	15						
4	16						
4.25	17						
4.5	18						
4.75	19						
5	20						
5.25	21						
5.5	22						
5.75	23						
6	24						
6.25	25						
6.5	26						
6.75	27						
7	28						
7.25	29						
7.5	30						
7.75	31						
8	32						
8.25	33						
8.5	34						
8.75	35						
9	36						
9.25	37						
9.5	38						
9.75	39						

10	40						
10.25	41						
10.5	42						
10.75	43						
11	44						
11.25	45						
11.5	46						
11.75	47						
12	48						
12.25	49						
12.5	50						
12.75	51						
13	52						
13.5	53						
14	54						

PRINCIPAL IMPROVEMENT PLAN

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

Date of Initial Meeting: \_\_\_\_\_ Date of Plan: \_\_\_\_\_

**Areas of Concern:**

**DOMAIN 1: Shared Vision of Learning**

- Culture (5)
- Sustainability (5)

**DOMAIN 2: School Culture and Instructional Program**

- Culture (4)
- Instructional Program (4)
- Capacity Building (4)
- Sustainability (4)
- Strategic Planning Process (4)

**DOMAIN 3: Safe, Efficient, Effective Learning Environment**

- Capacity Building (2.5)
- Culture (2.5)
- Sustainability (2.5)
- Instructional Program (2.5)

**DOMAIN 4: Community**

- Strategic Planning Process: Inquiry (2)
- Culture (1)
- Sustainability (2)

**DOMAIN 5: Integrity, Fairness, Ethics**

- Sustainability (5)
- Culture (5)

**DOMAIN 6: Political, Social, Economic, Legal and Cultural Context**

- Sustainability (2.5)
- Culture (2.5)

**Specific Areas of Focus:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Plan of Action:**

Area of Concern	Goal/Strategy	Time Frame	Support Resources & Strategies	Completion of Goal Date(s)

Other Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

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

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

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

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

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

*Cheryl Thomas*      8/22/12

Teachers Union President Signature:      Date: 8/22/12

*Barbara Hesterwelt*

Administrative Union President Signature:      Date: 8/22/12

*Vicky Valpicelli*

Board of Education President Signature:      Date:

*Sylvia Allergic* 8/22/12