



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

December 20, 2012

Mark Alexander, Superintendent
Oakfield-Alabama Central School District
7001 Lewiston Road
Oakfield, NY 14125

Dear Superintendent Alexander:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Michael Glover

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, July 12, 2012

Updated Friday, December 14, 2012

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 : 181101040000

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

181101040000

1.2) School District Name: OAKFIELD-ALABAMA CSD

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

OAKFIELD-ALABAMA 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.

Not applicable

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 Tuesday, October 16, 2012

Updated Wednesday, December 19, 2012

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	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership developed ELA Assessment - Grade K
1	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership developed ELA Assessment - Grade 1
2	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership developed ELA Assessment - Grade 2

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with building principals, will develop individual student growth targets after analysis of regional developed pre-assessments. Points will be awarded to teachers based on the number of students meeting their established targets. HEDI categories and corresponding points per the uploaded "State SLO Chart"
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will earn a rating of Highly Effective if 86-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will earn a rating of Effective if 65-85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will earn a rating of Developing if 46-64% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will earn a rating of Ineffective if less than 46% of their students meet their individual targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership developed Math Assessment - Grade K
1	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership developed Math Assessment - Grade 1
2	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership developed Math Assessment - Grade 2

	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.	Teachers, in collaboration with building principals, will develop individual student growth targets after analysis of regional developed pre-assessments. Points will be awarded to teachers based on the number of students meeting their established targets. HEDI categories and corresponding points per the uploaded "State SLO Chart"
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will earn a rating of Highly Effective if 86-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will earn a rating of Effective if 65-85% of their students meet their individual targets.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will earn a rating of Developing if 46-64% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will earn a rating of Ineffective if less than 46% of their students meet their individual targets.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Genesee Valley Educational Partnership developed Science Assessment - Grade 6
7	District, regional or BOCES-developed assessment	Genesee Valley Educational Partnership developed Science Assessment - Grade 7
	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.	Teachers, in collaboration with building principals, will develop individual student growth targets after analysis of regional developed pre-assessments. Points will be awarded to teachers based on the number of students meeting their established targets. HEDI categories and corresponding points per the uploaded "State SLO Chart"
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will earn a rating of Highly Effective if 86-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will earn a rating of Effective if 65-85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will earn a rating of Developing if 46-64% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will earn a rating of Ineffective if less than 46% of their students meet their individual targets.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Genesee Valley Educational Partnership developed Social Studies Assessment - Grade 6

7	District, regional or BOCES-developed assessment	Genesee Valley Educational Partnership developed Social Studies Assessment - Grade 7
8	District, regional or BOCES-developed assessment	Genesee Valley Educational Partnership developed Social Studies Assessment - Grade 8

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.	Teachers, in collaboration with building principals, will develop individual student growth targets after analysis of regional developed pre-assessments. Points will be awarded to teachers based on the number of students meeting their established targets. HEDI categories and corresponding points per the uploaded "State SLO Chart"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will earn a rating of Highly Effective if 86-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will earn a rating of Effective if 65-85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will earn a rating of Developing if 46-64% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will earn a rating of Ineffective if less than 46% of their students meet their individual targets.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Genesee Valley Educational Partnership developed Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers, in collaboration with building principals, will develop individual student growth targets after analysis of regional developed pre-assessments. Points will be awarded to teachers based on the number of students
---	--

	meeting their established targets. HEDI categories and corresponding points per the uploaded "State SLO Chart"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will earn a rating of Highly Effective if 86-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will earn a rating of Effective if 65-85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will earn a rating of Developing if 46-64% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will earn a rating of Ineffective if less than 46% of their students meet their individual targets.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with building principals, will develop individual student growth targets after analysis of regional developed pre-assessments. Points will be awarded to teachers based on the number of students meeting their established targets. HEDI categories and corresponding points per the uploaded "State SLO Chart"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will earn a rating of Highly Effective if 86-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will earn a rating of Effective if 65-85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will earn a rating of Developing if 46-64% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will earn a rating of Ineffective if less than 46% of their students meet their individual targets.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers, in collaboration with building principals, will develop individual student growth targets after analysis of regional developed pre-assessments. Points will be awarded to teachers based on the number of students meeting their established targets. HEDI categories and corresponding points per the uploaded "State SLO Chart"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will earn a rating of Highly Effective if 86-100% of their students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will earn a rating of Effective if 65-85% of their students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will earn a rating of Developing if 46-64% of their students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will earn a rating of Ineffective if less than 46% of their students meet their individual targets.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Genesee Valley Educational Partnership developed ELA Assessment - Grade 9
Grade 10 ELA	District, regional or BOCES-developed assessment	Genesee Valley Educational Partnership developed ELA Assessment - Grade 10
Grade 11 ELA	Regents assessment	NYS ELA Regents - Grade 11

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.

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/5364/197185-TXEttx9bQW/StateSLOChart_1.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.

No other adjustments, controls, or other special considerations will be used in setting targets.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked

2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, October 16, 2012

Updated Thursday, December 20, 2012

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	6(ii) School wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
5	6(ii) School wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency

6	6(ii) School wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
7	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
8	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency

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.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Value Added Local SLO Chart".
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments administered.

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	6(ii) School wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
5	6(ii) School wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
6	6(ii) School wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
7	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency

8	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
---	--	--

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.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Value Added Local SLO Chart".
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments administered.

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/5139/197227-rhJdBgDruP/ValueAddedLocalSLOChart_1.pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
1	6(ii) School-wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency

2	6(ii) School-wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
3	6(ii) School-wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency

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.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Local SLO Chart".
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments administered.

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	6(ii) School-wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
1	6(ii) School-wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
2	6(ii) School-wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
3	6(ii) School-wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency

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.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Local SLO Chart".
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments administered.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
7	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
8	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency

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.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Local SLO Chart".
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments administered.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	School-wide goal based on all grades 3-6 NYS assessments - combined score for growth in proficiency
7	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
8	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency

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.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Local SLO Chart".
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments administered.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
Global 2	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
American History	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency

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.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Local SLO Chart".
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments administered.

3.9) High School Science

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

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

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

Living Environment	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
Earth Science	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
Chemistry	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
Physics	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency

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.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Local SLO Chart".
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments administered.

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	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency

Geometry	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
Algebra 2	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Local SLO Chart".
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments administered.

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	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
Grade 10 ELA	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency
Grade 11 ELA	6(ii) School wide measure computed locally	School-wide goal based on grades 7-12 NYS assessments and Regents exams - combined score for growth in proficiency

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.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Local SLO Chart".
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments administered.

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/5139/197227-y92vNseFa4/LocalSLOChart_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.

No other adjustments, controls, or other special considerations will be used in setting targets.

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.

No teachers will have more than one locally selected measure. All teachers PK-6/7-12 in the District will receive the same local measure score for their respective building.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, October 16, 2012

Updated Wednesday, December 19, 2012

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)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The 60 points earned through other measures will be assigned using the attached "Other Measures Rubrics" as described below. Each teacher can earn 25 possible points through one formal observation (pre-observation conference, observation, post-observation conference) based on the five elements of Domain 3. Teachers will earn up to 5 points for each element of the domain. Each teacher can earn 10 possible points through one walk-through observation (unannounced) based on Domain 2, element A and Domain 3, element C. Teachers will earn up to 5 points for each element of the domain. Additional walk-through observations (unannounced) can be completed based on need as seen by the administrator. If more than one walk-through is completed the average of all walk-through observations will be used. Each teacher can earn 10 possible points through evidence of Domain 1. Teachers will earn up to 5 points for each element of the domain. The total points for Domain 1 will be divided by 3 to provide their score for this domain. Each teacher can earn 5 possible points through evidence of Domain 2. Teachers will earn up to 5 points for each element of the domain. The total

points for Domain 2 will be divided by 5 to provide their score for this domain. Each teacher can earn 10 possible points through evidence of Domain 4. Teachers will earn up to 5 points for each element of the domain. The total points for Domain 4 will be divided by 3 to provide their score for this domain. A sum of the total scores for each component above will result in an overall score for Other Measures of Effectiveness.

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/5091/197240-eka9yMJ855/OtherMeasuresRubrics.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.	Teachers will earn a rating of Highly Effective if they score 54-60 points through the other measures rubrics (See attached "Other Measures Rubrics")
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will earn a rating of Effective if they score 36-53 points through the other measures rubrics (See attached "Other Measures Rubrics")
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will earn a rating of Developing if they score 12-35 points through the other measures rubrics (See attached "Other Measures Rubrics")
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will earn a rating of Ineffective if they score 0-11 points through the other measures rubrics (See attached "Other Measures Rubrics")

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	36-53
Developing	12-35
Ineffective	0-11

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	1
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, October 16, 2012

Updated Friday, December 14, 2012

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	54-60
Effective	36-53
Developing	12-35
Ineffective	0-11

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 Tuesday, October 16, 2012

Updated Wednesday, December 19, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/197301-Df0w3Xx5v6/TIP_1.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of annual professional performance evaluations are limited to those teachers earning a final composite score that translates to developing or ineffective. A teacher may not file multiple appeals regarding the same performance review. 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. In addition, teachers may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review.

All appeals must be submitted to the Superintendent of Schools or his/her designee, in writing no later than 10 calendar days of the date when the teacher receives his/her composite APPR rating. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information, documents or materials not submitted at the time the appeal is filed shall not be considered.

The Superintendent of Schools or his/her designee will schedule a meeting within 10 calendar days of receipt of the appeal to hear the appeal. Those invited to participate in the meeting will be mutually agreed upon by the District and the Oakfield-Alabama Teachers' Association.

The Superintendent of Schools or his/her designee must provide a written decision of the merits of the appeal within 10 calendar days of the appeal hearing end date. If the appeal is sustained an appropriate remedy will be issued. If the appeal is denied the current evaluation remains. The appeal determination issued by the Superintendent or his/her designee shall be final and binding.

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 evaluators will complete training through the Genesee Valley Educational Partnership, neighboring BOCES, and/or other professional development opportunities available in our region. In addition, collaborative review of evidence based observations and teacher performance will be done during our weekly administrative team meetings. Evaluators will also participate in inter-rater reliability exercises through administrative team meetings and regional professional development offerings. The exercises will utilize live teaching and video demonstrations.

Administrators will maintain a portfolio of training and professional development activities. Upon review of the portfolios, the Superintendent of Schools will recommend initial certification approval to the Board of Education.

The above activities and professional development will be on-going and re-certification for each evaluator will be recommended annually after a review of the candidate's portfolio.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, October 16, 2012

Updated Friday, December 14, 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-6
7-12
(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.	NA
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, October 16, 2012

Updated Wednesday, December 19, 2012

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-6	(d) measures used by district for teacher evaluation	School-wide goal based on PK-6 NYS assessments - combined score for growth in proficiency
7-12	(d) measures used by district for teacher evaluation	School-wide goal based on 7-12 NYS assessments - combined score for growth in proficiency

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.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Value Added Local SLO Chart".
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Principals will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments

for grade/subject.

administered.

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/5366/197343-qBFVOWF7fC/ValueAddedLocalSLOChart_1.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
PK-6	(d) measures used by district for teacher evaluation	School-wide goal based on PK-6 NYS assessments - combined score for growth in proficiency
7-12	(d) measures used by district for teacher evaluation	School-wide goal based on 7-12 NYS assessments - combined score for growth in proficiency

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.	School-wide goals (PK-6/7-12) based on the percent of students achieving proficient level (level 3 or higher; 65 percent or higher) on all NYS assessments administered in their respective building. HEDI categories and corresponding points per the uploaded "Value Added Local SLO Chart".
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will earn a rating of Highly Effective if 86-100% of students achieve proficiency on the NYS assessments administered.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will earn a rating of Effective if 65-85% of students achieve proficiency on the NYS assessments administered.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will earn a rating of Developing if 46-64% of students achieve proficiency on the NYS assessments administered.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will earn a rating of Ineffective if less than 46% of students achieve proficiency on the NYS assessments administered.

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/5366/197343-T8MIGWUVm1/LocalSLOChart_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.

No other adjustments, controls, or other special considerations will be used in setting targets.

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 principals will have more than one locally selected measure. All principals PK-6/7-12 in the District will receive the same local measure score for their respective building.

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, November 29, 2012

Updated Thursday, December 20, 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.

Marzano's School Administrator Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The 60 points earned through other measures will be assigned using the attached "Principal Conversion Chart" as described below. Each Principal will have a minimum of two building visits, scheduled by the Superintendent of Schools, to observe and gather information. In addition, each principal will maintain a portfolio of evidence to support each domain of Marzano's School Administrator Rubric. Upon review of the building visit evidence and portfolio, each principal will earn a maximum of 4 points for each of the indicators listed for the domains of Marzano's rubric (a score of 4 indicates a highly effective principal, a score of 3 indicates an effective principal, a score of 2 indicates a developing principal, a score of 1 or 0 indicates an ineffective principal). A sum of the total scores for each indicator will result in an overall score up to 96 points which will convert to a score for Other Measures of Effectiveness as per the attached "Principal Conversion Chart".

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/5143/255744-pMADJ4gk6R/PrincipalConversionChart.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.	Principals will earn a rating of Highly Effective if they score 54-60 points through the other measures rubric as per the attached "Principal Conversion Chart"
Effective: Overall performance and results meet standards.	Principals will earn a rating of Effective if they score 39-53 points through the other measures rubric as per the attached "Principal Conversion Chart"
Developing: Overall performance and results need improvement in order to meet standards.	Principals will earn a rating of Developing if they score 28-38 points through the other measures rubric as per the attached "Principal Conversion Chart"
Ineffective: Overall performance and results do not meet standards.	Principals will earn a rating of Ineffective if they score 0-27 points through the other measures rubric as per the attached "Principal Conversion Chart"

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	39-53
Developing	28-38
Ineffective	0-27

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, November 29, 2012

Updated Friday, December 14, 2012

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	54-60
Effective	39-53
Developing	28-38
Ineffective	0-27

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, November 29, 2012
Updated Wednesday, December 19, 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/5276/256110-Df0w3Xx5v6/PIP_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 of annual professional performance evaluations are limited to those principals earning a final composite score that translates to developing or ineffective. A principal may not file multiple appeals regarding the same performance review. 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. In addition, principals may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review.

All appeals must be submitted to the Superintendent of Schools or his/her designee, in writing no later than 10 calendar days of the date when the principal receives his/her composite APPR rating. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information, documents or materials not submitted at the time the appeal is filed shall not be considered.

The Superintendent of Schools or his/her designee will schedule a meeting within 10 calendar days of receipt of the appeal to hear the appeal. Those invited to participate in the meeting will be mutually agreed upon by the District and the Oakfield-Alabama Administrators' Association.

The Superintendent of Schools or his/her designee must provide a written decision of the merits of the appeal within 10 calendar days of the appeal hearing end date. If the appeal is sustained an appropriate remedy will be issued. If the appeal is denied the current evaluation remains. The appeal determination issued by the Superintendent or his/her designee shall be final and binding.

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 will complete training through the Genesee Valley Educational Partnership, neighboring BOCES, and/or other professional development opportunities available in our region. In addition, collaborative review of evidence based observations and principal performance will be done during our weekly administrative team meetings. Evaluators will also participate in inter-rater reliability exercises through administrative team meetings and regional professional development offerings.

Administrators will maintain a portfolio of training and professional development activities. Upon review of the portfolios, the Superintendent of Schools will recommend initial certification approval to the Board of Education.

The above activities and professional development will be on-going and re-certification for each evaluator will be recommended annually after a review of the candidate's portfolio.

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,	Checked
---	---------

and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.

11.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. Checked

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

12. Joint Certification of APPR Plan

Created Tuesday, October 16, 2012

Updated Thursday, December 20, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/197352-3Uqgn5g9Iu/SignaturePage_1.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.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	86-90	81-85	76-80	74-75	72-73	70-71	68-69	67	66	65	64	61-63	57-60	53-56	50-52	46-49	31-45	16-30	15-0

**Oakfield-Alabama Central School
Faculty Observation Record
(Domain 3: Instruction)**

Teacher

Observer

Date of Observation

Subject Area

3a	3b	3c	3d	3e	Total	Teacher	Administrator

3a: Communication with Students

Elements of component 3a are:

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students understand the content
- Correct and imaginative use of language

Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or use incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teachers' spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
<input type="checkbox"/> At no time during the lesson does the teacher convey to the students	<input type="checkbox"/> The teacher refers in passing to what the students will be learning, or	<input type="checkbox"/> The teacher states clearly, at some point during the lesson, what the	In addition to the characteristics of "proficient,"

<p>what they will be learning.</p> <p><input type="checkbox"/> Students indicate through their questions that they are confused as to the learning task.</p> <p><input type="checkbox"/> The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p><input type="checkbox"/> Students indicate through body language or questions that they don't understand the content being presented.</p> <p><input type="checkbox"/> Teacher's communications include errors of vocabulary or usage.</p> <p><input type="checkbox"/> Vocabulary is inappropriate to the age or culture of the students.</p>	<p>it is written on the board with no elaboration or explanation.</p> <p><input type="checkbox"/> Teacher must clarify the learning task so students can complete it.</p> <p><input type="checkbox"/> The teacher makes no serious content errors, although may make a minor error.</p> <p><input type="checkbox"/> The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</p> <p><input type="checkbox"/> Vocabulary and usage are correct but unimaginative.</p> <p><input type="checkbox"/> Vocabulary is too advanced or juvenile for the students.</p>	<p>students will be learning.</p> <p><input type="checkbox"/> If appropriate, the teacher models the process to be followed in the task.</p> <p><input type="checkbox"/> Students engage with the learning task, indicating that they understand what they are to do.</p> <p><input type="checkbox"/> The teacher makes no content errors.</p> <p><input type="checkbox"/> Teacher's explanation of content is clear, and invites student participation and thinking.</p> <p><input type="checkbox"/> Vocabulary and usage are correct and completely suited to the lesson.</p> <p><input type="checkbox"/> Vocabulary is appropriate to the students' ages and levels of development.</p>	<p><input type="checkbox"/> The teacher points out possible areas for misunderstanding.</p> <p><input type="checkbox"/> Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p><input type="checkbox"/> All students seem to understand the presentation.</p> <p><input type="checkbox"/> The teacher invites students to explain the content to the class, or to classmates.</p> <p><input type="checkbox"/> Teacher uses rich language, offering brief vocabulary lessons where appropriate.</p>
--	---	--	--

Additional Comments

--

3b: Using Questioning and Discussion Techniques

<p>Elements of component 3b are:</p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation 	<p>Indicators include:</p> <ul style="list-style-type: none"> • Questions of high cognitive challenge, formulated by both students and teacher • Questions with multiple correct answers, or multiple approaches even when there is a single correct response • Effective use of student responses and ideas • Discussion with the teacher stepping out of the central, mediating role • High levels of student participation in discussion 		
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the</p>

	discussion and to encourage them to respond to one another, with uneven results.	engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	discussion.
<input type="checkbox"/> Questions are rapid-fire, and convergent, with a single correct answer. <input type="checkbox"/> Questions do not invite student thinking. <input type="checkbox"/> All discussion is between teacher and students; students are not invited to speak directly to one another. <input type="checkbox"/> A few students dominate the discussion.	<input type="checkbox"/> Teacher frames some questions designed to promote student thinking, but only a few students are involved. <input type="checkbox"/> The teacher invites students to respond directly to one another's ideas, but few students respond. <input type="checkbox"/> Teacher calls on many students, but only a small number actually participate in the discussion.	<input type="checkbox"/> Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. <input type="checkbox"/> The teacher makes effective use of wait time. <input type="checkbox"/> The teacher builds on uses student responses to questions effectively. <input type="checkbox"/> Discussions enable students to talk to one another, without ongoing mediation by the teacher. <input type="checkbox"/> The teacher calls on most students, even those who don't initially volunteer. <input type="checkbox"/> Many students actively engage in the discussion.	In addition to the characteristics of "proficient," <input type="checkbox"/> Students initiate higher-order questions. <input type="checkbox"/> Students extend the discussion, enriching it. <input type="checkbox"/> Students invite comments from their classmates during a discussion.

Additional Comments

--

3c: Engaging Students in Learning

Elements of component 3c are: <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 		Indicators include: <ul style="list-style-type: none"> • Activities aligned with the goals of the lesson • Student enthusiasm, interest, thinking, problem-solving, etc. • Learning tasks that require high-level student thinking and are aligned with lesson objectives • Students highly motivated to work on all tasks and are persistent even when the tasks are challenging • Students actively "working," rather watching while their teacher "works" • Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
The learning tasks and activities, materials, resources, instructional groups and technology are poorly	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal	The learning tasks and activities are aligned with the instructional outcomes and are designed to	Virtually all students are intellectually engaged in challenging content, through well designed learning tasks,

<p>aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
<p><input type="checkbox"/> Few students are intellectually engaged in the lesson.</p> <p><input type="checkbox"/> Learning tasks require only recall or have a single correct response or method.</p> <p><input type="checkbox"/> The materials used ask students only to perform rote tasks.</p> <p><input type="checkbox"/> Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p><input type="checkbox"/> Instructional materials used are unsuitable to the lesson and/or the students.</p> <p><input type="checkbox"/> The lesson drags, or is rushed.</p>	<p><input type="checkbox"/> Some students are intellectually engaged in the lesson.</p> <p><input type="checkbox"/> Learning tasks are a mix of those requiring thinking and recall.</p> <p><input type="checkbox"/> Student engagement with the content is largely passive, learning primarily facts or procedures.</p> <p><input type="checkbox"/> Students have no choice in how they complete tasks.</p> <p><input type="checkbox"/> The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p><input type="checkbox"/> The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</p> <p><input type="checkbox"/> The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</p>	<p><input type="checkbox"/> Most students are intellectually engaged in the lesson.</p> <p><input type="checkbox"/> Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p><input type="checkbox"/> Students have some choice in how they complete learning tasks.</p> <p><input type="checkbox"/> There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p><input type="checkbox"/> Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p><input type="checkbox"/> The pacing of the lesson provides students the time needed to be intellectually engaged.</p>	<p>In addition to the characteristics of “proficient,”</p> <p><input type="checkbox"/> Virtually all students are highly engaged in the lesson.</p> <p><input type="checkbox"/> Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</p> <p><input type="checkbox"/> Students suggest modifications to the grouping patterns used.</p> <p><input type="checkbox"/> Students have extensive choice in how they complete tasks.</p> <p><input type="checkbox"/> Students suggest modifications or additions to the materials being used.</p> <p><input type="checkbox"/> Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>

Additional Comments

--

3d: Using Assessment in Instruction

Elements of component 3d are:	Indicators include:
-------------------------------	---------------------

<ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress 		<ul style="list-style-type: none"> • Teacher paying close attention to evidence of student understanding • Teacher posing specifically-created questions to elicit evidence of student understanding • Teacher circulating to monitor student learning and to offer feedback • Students assessing their own work against established criteria • Teacher adjusting instruction in response to evidence of student understanding (or lack of it) 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</p>
<ul style="list-style-type: none"> <input type="checkbox"/>The teacher gives no indication of what high quality work looks like. <input type="checkbox"/>The teacher makes no effort to determine whether students understand the lesson. <input type="checkbox"/>Feedback is only global. <input type="checkbox"/>The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> <input type="checkbox"/>There is little evidence that the students understand how their work will be evaluated. <input type="checkbox"/>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. <input type="checkbox"/>Teacher requests global indications of student understanding. <input type="checkbox"/>Feedback to students is not uniformly specific, not oriented towards future improvement of work. <input type="checkbox"/>The teacher makes only minor attempts to engage students in self or peer-assessment. <input type="checkbox"/>The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> <input type="checkbox"/>Students indicate that they clearly understand the characteristics of high quality work. <input type="checkbox"/>The teacher elicits evidence of student understanding during the lesson <input type="checkbox"/>Students are invited to assess their own work and make improvements. <input type="checkbox"/>Feedback includes specific and timely guidance for at least groups of students. <input type="checkbox"/>The teacher attempts to engage students in self- or peer-assessment. <input type="checkbox"/>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <input type="checkbox"/>There is evidence that students have helped establish the evaluation criteria. <input type="checkbox"/>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. <input type="checkbox"/>Teacher makes frequent use of strategies to elicit information about individual student understanding. <input type="checkbox"/>Feedback to students is specific and timely, and is provided from many sources, including other students. <input type="checkbox"/>Students monitor their own understanding, either on their own initiative or as a result of tasks set by

			<p>the teacher.</p> <p><input type="checkbox"/>The teacher’s adjustments to the lesson are designed to assist individual students.</p>
--	--	--	--

Additional Comments

--

3e: Demonstrating Flexibility and Responsiveness

<p>Elements of component 3e are:</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 		<p>Indicators include:</p> <ul style="list-style-type: none"> • Incorporation of student interests and events of the day into a lesson • Visible adjustment in the face of student lack of understanding • Teacher seizing on a “teachable moment” 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students’ lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
<p><input type="checkbox"/>Teacher ignores indications of student boredom or lack of understanding.</p> <p><input type="checkbox"/>Teacher brushes aside student questions.</p> <p><input type="checkbox"/>Teacher makes no attempt to incorporate student interests into the lesson.</p> <p><input type="checkbox"/>The teacher conveys to students that when they have difficulty learning, it is their fault.</p> <p><input type="checkbox"/>In reflecting on practice, the teacher does not indicate that it is</p>	<p><input type="checkbox"/>Teacher’s efforts to modify the lesson are only partially successful.</p> <p><input type="checkbox"/>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p><input type="checkbox"/>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</p> <p><input type="checkbox"/>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</p>	<p><input type="checkbox"/>Teacher successfully makes a minor modification to the lesson.</p> <p><input type="checkbox"/>Teacher incorporates students’ interests and questions into the heart of the lesson.</p> <p><input type="checkbox"/>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</p> <p><input type="checkbox"/>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>In addition to the characteristics of “proficient,”</p> <p><input type="checkbox"/>Teacher successfully executes a major lesson readjustment when needed.</p> <p><input type="checkbox"/>Teacher seizes on a teachable moment to enhance a lesson.</p> <p><input type="checkbox"/>The teacher conveys to students that he won’t consider a lesson “finished” until every student understands, and that he has a broad range of approaches to use.</p> <p><input type="checkbox"/>In reflecting on practice, the teacher can cite others in the school</p>

important to reach all students.			and beyond who she has contacted for assistance in reaching some students.
----------------------------------	--	--	--

Additional Comments

--

**Oakfield-Alabama Central School
Walk-Through Observation Record
(Domain 2a: Creating an Environment of Respect and Rapport)
(Domain 3c: Engaging Students)**

Teacher	Observer			Date of Observation		Subject Area
	2a	3c	Total	Teacher	Administrator	

2a: Creating an Environment of Respect and Rapport

<p>Elements of component 2a are:</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions • Student interactions with other students, including both words and actions 	<p>Indicators include:</p> <ul style="list-style-type: none"> • Respectful talk and turn taking • Respect for students' background and lives outside of the classroom • Teacher and student body language • Physical proximity • Warmth and caring • Politeness • Encouragement • Active listening • Fairness 		
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals</p>

<input type="checkbox"/> Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity. <input type="checkbox"/> Students use disrespectful talk towards one another with no response from the teacher. <input type="checkbox"/> Teacher displays no familiarity with or caring about individual students' interests or personalities.	<input type="checkbox"/> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. <input type="checkbox"/> Teacher attempts to respond to disrespectful behavior among students, with uneven results. <input type="checkbox"/> Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	<input type="checkbox"/> Talk between teacher and students and among students is uniformly respectful. <input type="checkbox"/> Teacher responds to disrespectful behavior among students. <input type="checkbox"/> Teacher makes superficial connections with individual students.	In addition to the characteristics of "proficient," <input type="checkbox"/> Teacher demonstrates knowledge and caring about individual students' lives beyond school. <input type="checkbox"/> When necessary, students correct one another in their conduct towards classmates. <input type="checkbox"/> There is no disrespectful behavior among students. <input type="checkbox"/> The teacher's response to a student's incorrect response respects the student's dignity
---	--	---	--

Additional Comments

--

3c: Engaging Students in Learning

Elements of component 3c are: <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 	Indicators include: <ul style="list-style-type: none"> • Activities aligned with the goals of the lesson • Student enthusiasm, interest, thinking, problem-solving, etc. • Learning tasks that require high-level student thinking and are aligned with lesson objectives • Students highly motivated to work on all tasks and are persistent even when the tasks are challenging • Students actively "working," rather watching while their teacher "works" • Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection 		
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that	Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student

		<p>engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
<p><input type="checkbox"/> Few students are intellectually engaged in the lesson.</p> <p><input type="checkbox"/> Learning tasks require only recall or have a single correct response or method.</p> <p><input type="checkbox"/> The materials used ask students only to perform rote tasks.</p> <p><input type="checkbox"/> Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p><input type="checkbox"/> Instructional materials used are unsuitable to the lesson and/or the students.</p> <p><input type="checkbox"/> The lesson drags, or is rushed.</p>	<p><input type="checkbox"/> Some students are intellectually engaged in the lesson.</p> <p><input type="checkbox"/> Learning tasks are a mix of those requiring thinking and recall.</p> <p><input type="checkbox"/> Student engagement with the content is largely passive, learning primarily facts or procedures.</p> <p><input type="checkbox"/> Students have no choice in how they complete tasks.</p> <p><input type="checkbox"/> The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p><input type="checkbox"/> The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</p> <p><input type="checkbox"/> The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</p>	<p><input type="checkbox"/> Most students are intellectually engaged in the lesson.</p> <p><input type="checkbox"/> Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p><input type="checkbox"/> Students have some choice in how they complete learning tasks.</p> <p><input type="checkbox"/> There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p><input type="checkbox"/> Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p><input type="checkbox"/> The pacing of the lesson provides students the time needed to be intellectually engaged.</p>	<p>In addition to the characteristics of “proficient,”</p> <p><input type="checkbox"/> Virtually all students are highly engaged in the lesson.</p> <p><input type="checkbox"/> Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</p> <p><input type="checkbox"/> Students suggest modifications to the grouping patterns used.</p> <p><input type="checkbox"/> Students have extensive choice in how they complete tasks.</p> <p><input type="checkbox"/> Students suggest modifications or additions to the materials being used.</p> <p><input type="checkbox"/> Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>

Additional Comments

--

Oakfield-Alabama Central School
Teacher Evidence Record
(Domain 1: Planning and Preparation)

Teacher

Observer

Date of Observation

Subject Area

1a	1b	1c	1d	1e	1f	Total	Score (/3)	Teacher	Administrator

1a: Demonstrating Knowledge of Content and Pedagogy

<p>Elements of component 1a are:</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy 		<p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to student questions • Feedback to students that furthers learning • Inter-disciplinary connections in plans and practice 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
<p>In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
<p><input type="checkbox"/> Teacher makes content errors.</p>	<p><input type="checkbox"/> Teacher is familiar with the</p>	<p><input type="checkbox"/> The teacher can identify important</p>	<p>In addition to the characteristics of</p>

<input type="checkbox"/> Teacher does not consider prerequisite relationships when planning. <input type="checkbox"/> Teacher's plans use inappropriate strategies for the discipline.	discipline but does not see conceptual relationships. <input type="checkbox"/> Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. <input type="checkbox"/> Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.	concepts of the discipline, and their relationships to one another. <input type="checkbox"/> The teacher consistently provides clear explanations of the content. <input type="checkbox"/> The teacher answers student questions accurately and provides feedback that furthers their learning. <input type="checkbox"/> The teacher seeks out content related professional development.	“proficient,” <input type="checkbox"/> Teacher cites intra- and interdisciplinary content relationships. <input type="checkbox"/> Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
---	--	---	--

Additional Comments

--

1b: Demonstrating Knowledge of Students

Elements of component 1b are: <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interest and cultural heritage • Knowledge of students' special needs 	Indicators include: <ul style="list-style-type: none"> • Teacher gathers formal and informal information about students for use in planning instruction • Teacher learns student interests and needs for use in planning • Teacher participation in community cultural events • Teacher-designed opportunities for families to share heritage • Database of students with special needs 		
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
<input type="checkbox"/> Teacher does not understand child development characteristics and has unrealistic expectations for students. <input type="checkbox"/> Teacher does not try to ascertain varied ability levels among students	<input type="checkbox"/> Teacher cites developmental theory, but does not seek to integrate it into lesson planning. <input type="checkbox"/> Teacher is aware of the different ability levels in the class, but tends to	<input type="checkbox"/> The teacher knows, for groups of students, their levels of cognitive development. <input type="checkbox"/> The teacher is aware of the different cultural groups in the class.	In addition to the characteristics of “proficient,” <input type="checkbox"/> The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.

<p>in the class.</p> <p><input type="checkbox"/> Teacher is not aware of student interests or cultural heritages.</p> <p><input type="checkbox"/> Teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>teach to the "whole group."</p> <p><input type="checkbox"/> The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p><input type="checkbox"/> The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</p>	<p><input type="checkbox"/> The teacher has a good idea of the range of interests of students in the class.</p> <p><input type="checkbox"/> The teacher has identified "high," "medium," and "low" groups of students within the class.</p> <p><input type="checkbox"/> The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p><input type="checkbox"/> The teacher is aware of the special needs represented by students in the class.</p>	<p><input type="checkbox"/> The teacher seeks out information about their cultural heritage from all students.</p> <p><input type="checkbox"/> The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>
--	---	--	--

Additional Comments

--

1c: Setting Instructional Outcomes

<p>Elements of component 1c are:</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse students 	<p>Indicators include:</p> <ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Permit assessment of student attainment • Differentiated for students of varied ability 		
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
<p>Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.</p>

<input type="checkbox"/> Outcomes lack rigor. <input type="checkbox"/> Outcomes do not represent important learning in the discipline. <input type="checkbox"/> Outcomes are not clear or are stated as activities. <input type="checkbox"/> Outcomes are not suitable for many students in the class.	<input type="checkbox"/> Outcomes represent a mixture of low expectations and rigor. <input type="checkbox"/> Some outcomes reflect important learning in the discipline. <input type="checkbox"/> Outcomes are suitable for most of the class.	<input type="checkbox"/> Outcomes represent high expectations and rigor. <input type="checkbox"/> Outcomes are related to “big ideas” of the discipline. <input type="checkbox"/> Outcomes are written in terms of what students will learn rather than do. <input type="checkbox"/> Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. <input type="checkbox"/> Outcomes are suitable to groups of students in the class, differentiated where necessary.	In addition to the characteristics of “proficient,” <input type="checkbox"/> Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. <input type="checkbox"/> Teacher connects outcomes to previous and future learning. <input type="checkbox"/> Outcomes are differentiated to encourage individual students to take educational risks.
---	---	--	---

Additional Comments

--

1d: Demonstrating Knowledge of Resources

Elements of component 1d are: <ul style="list-style-type: none"> Resources for classroom use Resources to extend content knowledge and pedagogy Resources for students 		Indicators include: <ul style="list-style-type: none"> District provided materials Range of texts Guest speakers Internet resources Materials provided by professional organizations Teacher continuing professional education courses or professional groups Community resources 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
Teacher is unaware of resources for classroom use, for expanding one’s own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one’s own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher’s knowledge of resources for classroom use, for expanding one’s own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

<input type="checkbox"/> The teacher only uses district provided materials, even when more variety would assist some students. <input type="checkbox"/> The teacher does not seek out resources available to expand his/her own skill. <input type="checkbox"/> Although aware of some student needs, the teacher does not inquire about possible resources.	<input type="checkbox"/> The teacher uses materials in the school library, but does not search beyond the school for resources. <input type="checkbox"/> The teacher participates in content area workshops offered by the school, but does not pursue other professional development. <input type="checkbox"/> The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.	<input type="checkbox"/> Texts are at varied levels. <input type="checkbox"/> Texts are supplemented by guest speakers and field experiences. <input type="checkbox"/> Teacher facilitates Internet resources. <input type="checkbox"/> Resources are multi-disciplinary. <input type="checkbox"/> Teacher expands knowledge with professional learning groups and organizations. <input type="checkbox"/> Teacher pursues options offered by universities. <input type="checkbox"/> Teacher provides lists of resources outside the class for students to draw on.	In addition to the characteristics of “proficient,” <input type="checkbox"/> Texts are matched to student skill level. <input type="checkbox"/> The teacher has ongoing relationship with colleges and universities that support student learning. <input type="checkbox"/> The teacher maintains log of resources for student reference. <input type="checkbox"/> The teacher pursues apprenticeships to increase discipline knowledge. <input type="checkbox"/> The teacher facilitates student contact with resources outside the classroom.
--	--	---	--

Additional Comments

--

1e: Designing Coherent Instruction

Elements of component 1e are: <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	Indicators include: <ul style="list-style-type: none"> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • The use of varied resources • Thoughtfully planned learning groups • Structured lesson plan 		
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they	Plans represent the coordination of indepth content knowledge, understanding of different students’ needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level

<p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
<p><input type="checkbox"/> Learning activities are boring and/or not well aligned to the instructional goals.</p> <p><input type="checkbox"/> Materials are not engaging or do not meet instructional outcomes.</p> <p><input type="checkbox"/> Instructional groups do not support learning.</p> <p><input type="checkbox"/> Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p><input type="checkbox"/> Learning activities are moderately challenging.</p> <p><input type="checkbox"/> Learning resources are suitable, but there is limited variety.</p> <p><input type="checkbox"/> Instructional groups are random or only partially support objectives.</p> <p><input type="checkbox"/> Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>	<p><input type="checkbox"/> Learning activities are matched to instructional outcomes.</p> <p><input type="checkbox"/> Activities provide opportunity for higher-level thinking.</p> <p><input type="checkbox"/> Teacher provides a variety of appropriately challenging materials and resources.</p> <p><input type="checkbox"/> Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p><input type="checkbox"/> The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of "proficient,"</p> <p><input type="checkbox"/> Activities permit student choice.</p> <p><input type="checkbox"/> Learning experiences connect to other disciplines.</p> <p><input type="checkbox"/> Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p><input type="checkbox"/> Lesson plans differentiate for individual student needs.</p>

Additional Comments

--

1f: Designing Student Assessment

<p>Elements of component 1f are:</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson plans indicate correspondence between assessments and instructional outcomes • Assessment types are suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments are available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction
--	--

Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Assessments do not match instructional outcomes. <input type="checkbox"/> Assessments have no criteria. <input type="checkbox"/> No formative assessments have been designed. <input type="checkbox"/> Assessment results do not affect future plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> Only some of the instructional outcomes are addressed in the planned assessments. <input type="checkbox"/> Assessment criteria are vague. <input type="checkbox"/> Plans refer to the use of formative assessments, but they are not fully developed. <input type="checkbox"/> Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> <input type="checkbox"/> All the learning outcomes have a method for assessment. <input type="checkbox"/> Assessment types match learning expectations. <input type="checkbox"/> Plans indicate modified assessments for some students as needed. <input type="checkbox"/> Assessment criteria are clearly written. <input type="checkbox"/> Plans include formative assessments to use during instruction. <input type="checkbox"/> Lesson plans indicate possible adjustments based on formative assessment data. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessments provide opportunities for student choice. <input type="checkbox"/> Students participate in designing assessments for their own work. <input type="checkbox"/> Teacher-designed assessments are authentic with real-world application, as appropriate. <input type="checkbox"/> Students develop rubrics according to teacher-specified learning objectives. <input type="checkbox"/> Students are actively involved in collecting information from formative assessments and provide input.

Additional Comments

--

<input type="checkbox"/> Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity. <input type="checkbox"/> Students use disrespectful talk towards one another with no response from the teacher. <input type="checkbox"/> Teacher displays no familiarity with or caring about individual students' interests or personalities.	<input type="checkbox"/> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. <input type="checkbox"/> Teacher attempts to respond to disrespectful behavior among students, with uneven results. <input type="checkbox"/> Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	<input type="checkbox"/> Talk between teacher and students and among students is uniformly respectful. <input type="checkbox"/> Teacher responds to disrespectful behavior among students. <input type="checkbox"/> Teacher makes superficial connections with individual students.	<p>In addition to the characteristics of "proficient,"</p> <input type="checkbox"/> Teacher demonstrates knowledge and caring about individual students' lives beyond school. <input type="checkbox"/> When necessary, students correct one another in their conduct towards classmates. <input type="checkbox"/> There is no disrespectful behavior among students. <input type="checkbox"/> The teacher's response to a student's incorrect response respects the student's dignity
---	--	---	--

Additional Comments

--

2b: Establishing a Culture for Learning

<p>Elements of component 2b are:</p> <ul style="list-style-type: none"> • Importance of the content and of learning • Expectations for learning and achievement • Student pride in work 	<p>Indicators include:</p> <ul style="list-style-type: none"> • Belief in the value of the work • Expectations are high and supported through both verbal and nonverbal behaviors • Quality is expected and recognized • Effort and persistence are expected and recognized • Confidence in ability is evidenced by teacher and students language and behaviors • Expectation for all students to participate 		
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions,</p>

only one or two students.	hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	interactions support learning and hard work.	adding detail and/or helping peers.
<input type="checkbox"/> The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. <input type="checkbox"/> The teacher conveys to at least some students that the work is too challenging for them. <input type="checkbox"/> Students exhibit little or no pride in their work. <input type="checkbox"/> Class time is devoted more to socializing than to learning	<input type="checkbox"/> Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off." <input type="checkbox"/> The teacher conveys high expectations for only some students. <input type="checkbox"/> Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. <input type="checkbox"/> Many students indicate that they are looking for an "easy path."	<input type="checkbox"/> The teacher communicates the importance of learning, and that with hard work all students can be successful in it. <input type="checkbox"/> The teacher demonstrates a high regard for student abilities. <input type="checkbox"/> Teacher conveys an expectation of high levels of student effort. <input type="checkbox"/> Students expend good effort to complete work of high quality.	<p>In addition to the characteristics of "Proficient,"</p> <input type="checkbox"/> The teacher communicates a genuine passion for the subject. <input type="checkbox"/> Students indicate that they are not satisfied unless they have complete understanding. <input type="checkbox"/> Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. <input type="checkbox"/> Students recognize the efforts of their classmates. <input type="checkbox"/> Students take initiative in improving the quality of their work.

Additional Comments

--

2c: Managing Classroom Procedures

<p>Elements of component 2c are:</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties 		<p>Indicators include:</p> <ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students know what to do, where to move 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.

supplies effectively. There is little evidence that students know or follow established routines.	inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Routines are well understood and may be initiated by students.
<input type="checkbox"/> Students not working with the teacher are disruptive to the class. <input type="checkbox"/> There are no established procedures for distributing and collecting materials. <input type="checkbox"/> Procedures for other activities are confused or chaotic.	<input type="checkbox"/> Small groups are only partially engaged while not working directly with the teacher. <input type="checkbox"/> Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. <input type="checkbox"/> Classroom routines function unevenly.	<input type="checkbox"/> The students are productively engaged during small group work. <input type="checkbox"/> Transitions between large and small group activities are smooth. <input type="checkbox"/> Routines for distribution and collection of materials and supplies work efficiently. <input type="checkbox"/> Classroom routines function smoothly.	In addition to the characteristics of “proficient,” <input type="checkbox"/> Students take the initiative with their classmates to ensure that their time is used productively. <input type="checkbox"/> Students themselves ensure that transitions and other routines are accomplished smoothly. <input type="checkbox"/> Students take initiative in distributing and collecting materials efficiently.

Additional Comments

--

2d: Managing Student Behavior

Elements of component 2d are: <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior 		Indicators include: <ul style="list-style-type: none"> • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventive action when needed by the teacher • Fairness • Absence of misbehavior • Reinforcement of positive behavior 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students’ misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers’ monitoring of student behavior is subtle and preventive. Teacher’s response to student misbehavior is

			sensitive to individual student needs and respects students
<input type="checkbox"/> The classroom environment is chaotic, with no apparent standards of conduct. <input type="checkbox"/> The teacher does not monitor student behavior. <input type="checkbox"/> Some students violate classroom rules, without apparent teacher awareness. <input type="checkbox"/> When the teacher notices student misbehavior, s/he appears helpless to do anything about it.	<input type="checkbox"/> Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. <input type="checkbox"/> Teacher attempts to keep track of student behavior, but with no apparent system. <input type="checkbox"/> The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.	<input type="checkbox"/> Standards of conduct appear to have been established. <input type="checkbox"/> Student behavior is generally appropriate. <input type="checkbox"/> The teacher frequently monitors student behavior. <input type="checkbox"/> Teacher's response to student misbehavior is effective. <input type="checkbox"/> Teacher acknowledges good behavior.	In addition to the characteristics of "proficient," <input type="checkbox"/> Student behavior is entirely appropriate; no evidence of student misbehavior. <input type="checkbox"/> The teacher monitors student behavior without speaking – just moving about. <input type="checkbox"/> Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

Additional Comments

--

2e: Organizing Physical Space

Elements of component 2e are: <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources. 		Indicators include: <ul style="list-style-type: none"> • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology, by both teacher and students 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

<ul style="list-style-type: none"> <input type="checkbox"/> There are physical hazards in the classroom, endangering student safety. <input type="checkbox"/> Many students can't see or hear the teacher or the board. <input type="checkbox"/> Available technology is not being used, even if available and its use would enhance the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> The physical environment is safe, and most students can see and hear. <input type="checkbox"/> The physical environment is not an impediment to learning, but does not enhance it. <input type="checkbox"/> The teacher makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> The classroom is safe, and all students are able to see and hear. <input type="checkbox"/> The classroom is arranged to support the instructional goals and learning activities. <input type="checkbox"/> The teacher makes appropriate use of available technology. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifications are made to the physical environment to accommodate students with special needs. <input type="checkbox"/> There is total alignment between the goals of the lesson and the physical environment. <input type="checkbox"/> Students take the initiative to adjust the physical environment. <input type="checkbox"/> Teachers and students make extensive and imaginative use of available technology
---	---	---	---

Additional Comments

--

**Oakfield-Alabama Central School
Teacher Evidence Record
(Domain 4: Professional Responsibilities)**

Teacher

Observer

Date of Observation

Subject Area

4a	4b	4c	4d	4e	4f	Total	Score (/3)	Teacher	Administrator

4a: Reflecting on Teaching

Elements of component 4a are:

- Accuracy
- Use in future teaching

Indicators include:

- Accurate reflections on a lesson
- Citations of adjustments to practice, drawing on a repertoire of strategies

Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<input type="checkbox"/> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. <input type="checkbox"/> The teacher makes no suggestions for improvement.	<input type="checkbox"/> The teacher has a general sense of whether or not instructional practices were effective. <input type="checkbox"/> The teacher offers general modifications for future instruction.	<input type="checkbox"/> The teacher accurately assesses the effectiveness of instructional activities used. <input type="checkbox"/> The teacher identifies specific ways in which a lesson might be improved.	In addition to the characteristics of "proficient," <input type="checkbox"/> Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness. <input type="checkbox"/> Teacher's suggestions for improvement draw on an extensive repertoire.

Additional Comments

--

4b: Maintaining Accurate Records

<p>Elements of component 4b are:</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 		<p>Indicators include:</p> <ul style="list-style-type: none"> • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate non-instructional records 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
<p>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s records for noninstructional activities are adequate, but require frequent monitoring to avoid errors.</p>	<p>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p>	<p>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.</p>
<p><input type="checkbox"/> Absence of a system for either instructional or non-instructional records.</p> <p><input type="checkbox"/> Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</p>	<p><input type="checkbox"/> The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</p> <p><input type="checkbox"/> The teacher’s process for tracking student progress is cumbersome to use.</p> <p><input type="checkbox"/> The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</p>	<p><input type="checkbox"/> The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p><input type="checkbox"/> The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.</p> <p><input type="checkbox"/> The teacher’s process for recording non-instructional information is both efficient and effective.</p>	<p>In addition to the characteristics of “proficient,”</p> <p><input type="checkbox"/> Students contribute to and maintain records indicating completed and outstanding work assignments.</p> <p><input type="checkbox"/> Students contribute to and maintain data files indicating their own progress in learning.</p> <p><input type="checkbox"/> Students contribute to maintaining non-instructional records for the class.</p>

Additional Comments

--

4c: Communicating with Families

<p>Elements of component 4c are:</p> <ul style="list-style-type: none"> • Information about the instructional program 	<p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent and culturally appropriate information sent home regarding the
--	--

<ul style="list-style-type: none"> Information about individual students Engagement of families in the instructional program 		instructional program, and student progress <ul style="list-style-type: none"> Two-way communication between the teacher and families Frequent opportunities for families to engage in the learning process 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Little or no information regarding instructional program available to parents. <input type="checkbox"/> Families are unaware of their children's progress. <input type="checkbox"/> Lack of family engagement activities. <input type="checkbox"/> Culturally inappropriate communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> School or district-created materials about the instructional program are sent home. <input type="checkbox"/> Infrequent or incomplete information sent home by teachers about the instructional program. <input type="checkbox"/> Teacher maintains school-required grade book but does little else to inform families about student progress. <input type="checkbox"/> Teacher communications are sometimes inappropriate to families' cultural norms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Information about the instructional program is available on a regular basis. <input type="checkbox"/> The teacher sends information about student progress home on a regular basis. <input type="checkbox"/> Teacher develops activities designed to successfully engage families in their children's learning, as appropriate. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <input type="checkbox"/> On a regular basis, students develop materials to inform their families about the instructional program. <input type="checkbox"/> Students maintain accurate records about their individual learning progress and frequently share this information with families. <input type="checkbox"/> Students contribute to regular and ongoing projects designed to engage families in the learning process.

Additional Comments

--

4d: Participating in a Professional Community

<p>Elements of component 4d are:</p> <ul style="list-style-type: none"> Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects 	<p>Indicators include:</p> <ul style="list-style-type: none"> Regular teacher participation with colleagues to share and plan for student success Regular teacher participation in professional courses or communities that emphasize improving practice Regular teacher participation in school initiatives
--	---

		• Regular teacher participation and support of community initiatives	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
<input type="checkbox"/> The teacher's relationship with colleagues is characterized by negativity or combativeness. <input type="checkbox"/> The teacher purposefully avoids contributing to activities promoting professional inquiry. <input type="checkbox"/> The teacher avoids involvement in school activities and school district and community projects.	<input type="checkbox"/> The teacher has pleasant relationship with colleagues. <input type="checkbox"/> When invited, the teacher participates in activities related to professional inquiry. <input type="checkbox"/> When asked, the teacher participates in school activities, and school district and community projects.	<input type="checkbox"/> The teacher has supportive and collaborative relationships with colleagues. <input type="checkbox"/> The teacher regularly participates in activities related to professional inquiry. <input type="checkbox"/> The teacher frequently volunteers to participate in school events and school district and community projects.	In addition to the characteristics of "proficient," <input type="checkbox"/> The teacher takes a leadership role in promoting activities related to professional inquiry. <input type="checkbox"/> The teacher regularly contributes to and leads events that positively impact school life. <input type="checkbox"/> The teacher regularly contributes to and leads significant school district and community projects.

Additional Comments

--

4e: Growing and Developing Professionally

Elements of component 4e are: <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 		Indicators include: <ul style="list-style-type: none"> • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; feedback freely shared • Participation in professional organizations supporting academic inquiry 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
Teacher engages in no professional development activities to enhance	Teacher participates in professional activities to a limited extent when	Teacher seeks out opportunities for professional development to enhance	Teacher seeks out opportunities for professional development and makes

knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
<input type="checkbox"/> The teacher is not involved in any activity that might enhance knowledge or skill. <input type="checkbox"/> The teacher purposefully resists discussing performance with supervisors or colleagues. <input type="checkbox"/> The teacher ignores invitations to join professional organizations or attending conferences.	<input type="checkbox"/> The teacher participates in professional activities when required or when provided by the school district. <input type="checkbox"/> The teacher reluctantly accepts feedback from supervisors and colleagues. <input type="checkbox"/> The teacher contributes in a limited fashion to educational professional organizations.	<input type="checkbox"/> The teacher seeks regular opportunities for continued professional development. <input type="checkbox"/> The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback. <input type="checkbox"/> The teacher actively participates in professional organizations designed to contribute to the profession.	<p>In addition to the characteristics of “proficient,”</p> <input type="checkbox"/> The teacher seeks regular opportunities for continued professional development, including initiating action research. <input type="checkbox"/> The teacher actively seeks feedback from supervisors and colleagues. <input type="checkbox"/> The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

Additional Comments

--

4f: Showing Professionalism

<p>Elements of component 4f are:</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulations 		<p>Indicators include:</p> <ul style="list-style-type: none"> • Teacher has a reputation as someone who can be trusted and is often sought as a sounding board • During committee or planning work, teacher frequently reminds participants that the students are the utmost priority • Teacher will support students, even in the face of difficult situations or conflicting policies • Teachers challenge existing practice in order to put students first • Teacher consistently fulfills school district mandates regarding policies and procedures 	
Ineffective (0 pts.)	Developing (1-2 pts.)	Effective (3-4 pts.)	Highly Effective (5 pts.)
Teacher displays dishonesty in interactions with colleagues, students,	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality	Teacher can be counted on to hold the highest standards of honesty,

<p>and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations</p>	<p>Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.</p>	<p>integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
<p><input type="checkbox"/> Teacher is dishonest.</p> <p><input type="checkbox"/> Teacher does not notice the needs of students.</p> <p><input type="checkbox"/> The teacher engages in practices that are self-serving.</p> <p><input type="checkbox"/> The teacher willfully rejects school district regulations.</p>	<p><input type="checkbox"/> Teacher is honest.</p> <p><input type="checkbox"/> Teacher notices the needs of students, but is inconsistent in addressing them.</p> <p><input type="checkbox"/> Teacher does not notice that some school practices result in poor conditions for students.</p> <p><input type="checkbox"/> Teacher makes decisions professionally, but on a limited basis.</p> <p><input type="checkbox"/> Teacher complies with school district regulations.</p>	<p><input type="checkbox"/> Teacher is honest and known for having high standards of integrity.</p> <p><input type="checkbox"/> Teacher actively addresses student needs.</p> <p><input type="checkbox"/> Teacher actively works to provide opportunities for student success.</p> <p><input type="checkbox"/> Teacher willingly participates in team and departmental decision making.</p> <p><input type="checkbox"/> Teacher complies completely with school district regulations.</p>	<p><input type="checkbox"/> Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p><input type="checkbox"/> Teacher is highly proactive in serving students.</p> <p><input type="checkbox"/> Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</p> <p><input type="checkbox"/> Teacher takes a leadership role in team and departmental decision making.</p> <p><input type="checkbox"/> Teacher takes a leadership role regarding school district regulations.</p>

Additional Comments

--

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	86-92	80-85	70-79	68-69	67	66	65	61-64	57-60	53-56	50-52	46-49	31-45	16-30	15-0

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	86-90	81-85	76-80	74-75	72-73	70-71	68-69	67	66	65	64	61-63	57-60	53-56	50-52	46-49	31-45	16-30	15-0

**Oakfield-Alabama Central School
Teacher Improvement Plan**

Teacher

Administrator

Subject Area

Date

Area(s) Needing Improvement	Action Plan (activities to support improvement)	Evidence (How will the improvement be assessed?)	Expected Timeline for Completion

Teacher's Comments

Administrator's Comments

Teacher's Signature

Administrator's Signature

OATA Representative's Signature

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100	86-92	80-85	70-79	68-69	67	66	65	61-64	57-60	53-56	50-52	46-49	31-45	16-30	15-0

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	86-90	81-85	76-80	74-75	72-73	70-71	68-69	67	66	65	64	61-63	57-60	53-56	50-52	46-49	31-45	16-30	15-0

Rubric Total	Other Measures Conversion	HEDI Rating	Rubric Total	Other Measures Conversion	HEDI Rating	Rubric Total	Other Measures Conversion	HEDI Rating
96	60	Highly Effective	64	40	Effective	32	20	Ineffective
95	59	Highly Effective	63	39	Effective	31	19	Ineffective
94	59	Highly Effective	62	39	Effective	30	19	Ineffective
93	58	Highly Effective	61	38	Developing	29	18	Ineffective
92	58	Highly Effective	60	38	Developing	28	18	Ineffective
91	57	Highly Effective	59	37	Developing	27	17	Ineffective
90	56	Highly Effective	58	36	Developing	26	16	Ineffective
89	56	Highly Effective	57	36	Developing	25	16	Ineffective
88	55	Highly Effective	56	35	Developing	24	15	Ineffective
87	54	Highly Effective	55	34	Developing	23	14	Ineffective
86	54	Highly Effective	54	34	Developing	22	14	Ineffective
85	53	Effective	53	33	Developing	21	13	Ineffective
84	53	Effective	52	33	Developing	20	13	Ineffective
83	52	Effective	51	32	Developing	19	12	Ineffective
82	51	Effective	50	31	Developing	18	11	Ineffective
81	51	Effective	49	31	Developing	17	11	Ineffective
80	50	Effective	48	30	Developing	16	10	Ineffective
79	49	Effective	47	29	Developing	15	9	Ineffective
78	49	Effective	46	29	Developing	14	9	Ineffective
77	48	Effective	45	28	Developing	13	8	Ineffective
76	48	Effective	44	28	Developing	12	8	Ineffective
75	47	Effective	43	27	Ineffective	11	7	Ineffective
74	46	Effective	42	26	Ineffective	10	6	Ineffective
73	46	Effective	41	26	Ineffective	9	6	Ineffective
72	45	Effective	40	25	Ineffective	8	5	Ineffective
71	44	Effective	39	24	Ineffective	7	4	Ineffective
70	44	Effective	38	24	Ineffective	6	4	Ineffective
69	43	Effective	37	23	Ineffective	5	3	Ineffective
68	43	Effective	36	23	Ineffective	4	3	Ineffective
67	42	Effective	35	22	Ineffective	3	2	Ineffective
66	41	Effective	34	21	Ineffective	2	1	Ineffective
65	41	Effective	33	21	Ineffective	1	1	Ineffective
						0	0	Ineffective

**Oakfield-Alabama Central School
Principal Improvement Plan**

Principal

Superintendent

Building Assignment

Date

Area(s) Needing Improvement	Action Plan (activities to support improvement)	Evidence (How will the improvement be assessed?)	Expected Timeline for Completion

Principal's Comments

Superintendent's Comments

Principal's Signature

Superintendent's Signature

OAAA Representative's Signature

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)

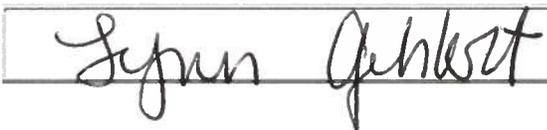
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

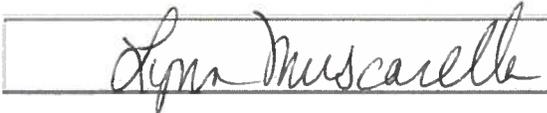
Superintendent Signature: Date: 12/19/12



Teachers Union President Signature: Date: 12/19/12



Administrative Union President Signature: Date: 12/19/12



Board of Education President Signature: Date: 12/19/12

