



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

May 8, 2014

**Revised**

Peter Giarrizzo, Superintendent  
Pelham Union Free School District  
18 Franklin Pl.  
Pelham, NY 10803

Dear Superintendent Giarrizzo:

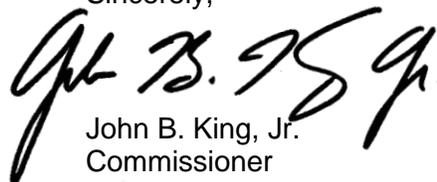
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.  
Commissioner

Attachment

c: Harold Coles

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, February 25, 2014

---

## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 661601030000

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

661601030000

#### 1.2) School District Name: PELHAM UFSD

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

PELHAM UFSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, May 01, 2014

### 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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

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

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

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

For core subjects: 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 3<sup>rd</sup> party assessments; or  
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

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

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Pelham Developed Gr. K ELA Assessment
1	District, regional, or BOCES-developed assessment	Pelham Developed Gr. 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Pelham Developed Gr.2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Each teacher will develop Student Learning Objectives with pre and post assessments. Each assessment will have an expected level of performance consistent with the requirements of the law and approved by the District administration. In grades K-2, students will be expected to make progress from the baseline assessment that will measure reading comprehension. The baseline assessment is administered in the fall class-wide. In grades K-2, a post-assessment in reading comprehension will then be administered in the spring class-wide. In Grade 3, students will take a pre-assessment in the fall that will have 30 multiple choice questions, 4 short response items, and 1 extended text-based writing response that will parallel anticipated tasks on the NYS Grade 3 ELA Assessment.

Growth will be calculated by determining the percentage of students in the class that either maintained or progressed beyond their individual pre-assessment score according to the attached growth “Yes/No” chart. In order to achieve satisfactory growth, students will be required to either meet and/or maintain the established score according the growth chart. The number of students making progress or meeting and/or exceeding their score on the pre-assessment will be counted and converted to a percent. The percent will be converted to a sub-component score according to the Pelham HEDI chart.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See upload in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See upload in 2.11

## 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	Pelham Developed Gr. K Math Assessment
1	District, regional, or BOCES-developed assessment	Pelham Developed Gr. 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Pelham Developed Gr.2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Each teacher will develop Student Learning Objectives with pre and post assessments. Each assessment will have an expected level of performance consistent with the requirements of the law and approved by the District administration. In grades K-2, students will be expected to make progress from the baseline assessment that will measure computational fluency. The baseline assessment is administered in the fall class-wide. In grades K-2, a post-assessment in computational fluency will then be administered in the spring class-wide. In Grade 3, students will take a pre-assessment in the fall that will have 30 multiple choice questions, 4 short response items, and 1 extended text-based writing response that will parallel

anticipated tasks on the NYS Grade 3 Math Assessment.

Growth will be calculated by determining the percentage of students in the class that either maintained or progressed beyond their individual pre-assessment score according to the attached growth “Yes/No” chart. In order to achieve satisfactory growth, students will be required to either meet and/or maintain the established score according the growth chart. The number of students making progress or meeting and/or exceeding their score on the pre-assessment will be counted and converted to a percent. The percent will be converted to a sub-component score according to the Pelham HEDI chart.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See upload in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See upload in 2.11

## 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	Pelham Developed Science 6th Grade Exam
7	District, regional or BOCES-developed assessment	Pelham Developed Science 7th Grade Exam

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Each teacher will develop Student Learning Objectives with pre and post assessments. Each assessment will have an expected level of performance consistent with the requirements of the law and approved by the District administration. In each grade, students will be expected to make progress from the baseline assessment. The baseline assessment is administered in the fall class-wide to all students in the grade/subject. A post-assessment will be administered in the spring class-wide to all students in the grade/subject.</p> <p>Growth will be calculated by determining the percentage of students in the class that either maintained or progressed beyond their individual pre-assessment score according to the attached</p>
---	--

growth “Yes/No” chart. In order to achieve satisfactory growth, students will be required to either meet and/or maintain the established score according the growth chart. The number of students making progress or meeting and/or exceeding their score on the pre-assessment will be counted and converted to a percent. The percent will be converted to a sub-component score according to the Pelham HEDI chart.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See upload in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See upload in 2.11

## 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	Pelham Developed Gr.6 S.S. Assessment
7	District, regional or BOCES-developed assessment	Pelham Developed Gr. 7 S.S. Assessment
8	District, regional or BOCES-developed assessment	Pelham Developed Gr. 8 S.S. Assessment

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

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

Each teacher will develop Student Learning Objectives with pre and post assessments. Each assessment will have an expected level of performance consistent with the requirements of the law and approved by the District administration. In each grade, students will be expected to make progress from the baseline assessment. The baseline assessment is administered in the fall class-wide to all students in the grade/subject. A post-assessment will be administered in the spring class-wide to all students in the grade/subject.

Growth will be calculated by determining the percentage of students in the class that either maintained or progressed beyond their individual pre-assessment score according to the attached growth “Yes/No” chart. In order to achieve satisfactory growth, students will be required to either meet and/or maintain the established score according the growth chart. The number of students making progress or meeting and/or exceeding their score on the pre-assessment will be counted and converted to a percent. The percent will be converted to a sub-component score according to the Pelham HEDI chart.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11

## 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	Pelham 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Each teacher will develop Student Learning Objectives with pre and post assessments. Each assessment will have an expected level of performance consistent with the requirements of the law and approved by the District administration. In each grade, students will be expected to make progress from the baseline assessment. The baseline assessment is administered in the fall class-wide to all students in the grade/subject. A post-assessment will be administered in the spring class-wide to all students in the grade/subject.</p> <p>Growth will be calculated by determining the percentage of students in the class that either maintained or progressed beyond their individual pre-assessment score according to the attached growth "Yes/No" chart. In order to achieve satisfactory growth, students will be required to either meet and/or maintain the established score according the growth chart. The number of students making progress or meeting and/or exceeding their score on the pre-assessment will be counted and converted to a percent. The percent will be converted to a sub-component score according to the Pelham HEDI chart.</p>
---	---

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload in 2.11
---	--------------------

Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Each teacher will develop Student Learning Objectives with pre and post assessments. Each assessment will have an expected level of performance consistent with the requirements of the law and approved by the District administration. In each grade, students will be expected to make progress from the baseline assessment. The baseline assessment is administered in the fall class-wide to all students in the grade/subject. A post-assessment will be administered in the spring class-wide to all students in the grade/subject.</p> <p>Growth will be calculated by determining the percentage of students in the class that either maintained or progressed beyond their individual pre-assessment score according to the attached growth "Yes/No" chart. In order to achieve satisfactory growth, students will be required to either meet and/or maintain the established score according the growth chart. The number of students making progress or meeting and/or exceeding their score on the pre-assessment will be counted and converted to a percent. The percent will be converted to a sub-component score according to the Pelham HEDI chart.</p>
---	---

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11

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

See upload in 2.11

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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

The District will offer both the Integrated and Common Core Algebra Regents. All students will be required to take the Common Core Regents and will be given the option to take the Integrated Algebra Regents. Teachers will use the higher of the two scores for APPR purposes.

Each teacher will develop Student Learning Objectives with pre and post assessments. Each assessment will have an expected level of performance consistent with the requirements of the law and approved by the District administration. In each grade, students will be expected to make progress from the baseline assessment. The baseline assessment is administered in the fall class-wide to all students in the grade/subject. A post-assessment will be administered in the spring class-wide to all students in the grade/subject.

Growth will be calculated by determining the percentage of students in the class that either maintained or progressed beyond their individual pre-assessment score according to the attached growth "Yes/No" chart. In order to achieve satisfactory growth, students will be required to either meet and/or maintain the established score according the growth chart. The number of students making progress or meeting and/or exceeding their score on the pre-assessment will be counted and converted to a percent. The percent will be converted to a sub-component score according to the Pelham HEDI chart.

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

See upload in 2.11

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

See upload in 2.11

Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11

## 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	Pelham Developed Gr. 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Pelham Developed Gr. 10 ELA Assessment\
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Each teacher will develop Student Learning Objectives with pre and post assessments. Each assessment will have an expected level of performance consistent with the requirements of the law and approved by the District administration. In each grade, students will be expected to make progress from the baseline assessment. The baseline assessment is administered in the fall class-wide to all students in the grade/subject. A post-assessment will be administered in the spring class-wide to all students in the grade/subject.</p> <p>Growth will be calculated by determining the percentage of students in the class that either maintained or progressed beyond their individual pre-assessment score according to the attached growth "Yes/No" chart. In order to achieve satisfactory growth, students will be required to either meet and/or maintain the established score according the growth chart. The number of students making progress or meeting and/or exceeding their score on the pre-assessment will be counted and converted to a percent. The percent will be converted to a sub-component score according to the Pelham HEDI chart.</p>
---	---

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11

Developing (3 - 8 points) Results are below District goals for similar students. See upload in 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. See upload in 2.11

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	Pelham Developed Assessment Art K-12 for each grade
Academic Intervention Services	District, Regional or BOCES-developed	Pelham Developed Assessment for AIS for each grade
All other Mathematics courses	District, Regional or BOCES-developed	Pelham Developed Math Assessment for each course/grade
All other Social Studies courses	District, Regional or BOCES-developed	Pelham Developed Social Studies Assessment for Social Studies for each course/grade
Music	District, Regional or BOCES-developed	Pelham Developed Assessment Music K-12 for each course/grade
All other Science courses	District, Regional or BOCES-developed	Pelham Developed Assessment Science 6-12 for each course/grade
All other English Language Arts courses	District, Regional or BOCES-developed	Pelham Developed Assessment English Language Arts K-12 for each course/grade
Technology	District, Regional or BOCES-developed	Pelham Developed Assessment Technology K-12 for each course/grade
Library	District, Regional or BOCES-developed	Pelham Developed Assessment Library K-12 for each grade
Physical Education	District, Regional or BOCES-developed	Pelham Developed Assessment Physical Education K-12 for each grade
Reading	District, Regional or BOCES-developed	Pelham Developed Assessment in Reading
World Languages	District, Regional or BOCES-developed	Pelham Developed Assessment in World Languages for each subject/grade
Health	District, Regional or BOCES-developed	Pelham Developed Assessment in Health
Home and Career Skills	District, Regional or BOCES-developed	Pelham Developed Assessment in Home and Career Skills
Resource Room	District, Regional or BOCES-developed	Pelham Developed Resource Room Assessment K-12 for each grade

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

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

All Math, Science, Social Studies, and English Language Arts courses listed above are separate courses from the coursed indicated in 2.2 through 2.9.

Each teacher will develop Student Learning Objectives with pre and post assessments. Each assessment will have an expected level of performance consistent with the requirements of the law and approved by the District administration. In each grade, students will be expected to make progress from the baseline assessment. The baseline assessment is administered in the fall class-wide to all students in the grade/subject. A post-assessment will be administered in the spring class-wide to all students in the grade/subject.

Growth will be calculated by determining the percentage of students in the class that either maintained or progressed beyond their individual pre-assessment score according to the attached growth "Yes/No" chart. In order to achieve satisfactory growth, students will be required to either meet and/or maintain the established score according the growth chart. The number of students making progress or meeting and/or exceeding their score on the pre-assessment will be counted and converted to a percent. The percent will be converted to a sub-component score according to the Pelham HEDI chart.

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

See upload in 2.11

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

See upload in 2.11

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

See upload in 2.11

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

See upload in 2.11

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/12186/1002131-TXEttx9bQW/HEDI Scoring Chart-Pelham-revised-Final-5-1-14.docx](#)

## 2.12) Locally Developed Controls

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

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

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

---

#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments
5	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents

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.	Teachers in the district's Elementary schools will receive a local score based upon district-wide results on the grades 3-5 NYS English Language Arts and mathematics exams as provided by the Regional Information Center. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the school who were eligible to take them. 50% of the weighting will be derived from
--	---

performance on the ELA tests and 50% of the weighting will be derived from student performance on the math tests. Teachers at Pelham Middle School will receive a local score based upon school-wide results on the grades 6-8 NYS English Language Arts and mathematics exams as well as the NYS Earth Science Regents exam. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the district who were eligible to take them. 40% of the weighting will be derived from performance on the ELA tests and 40% of the weighting will be derived from student performance on the math tests and 20% will be derived from the percentage of all students who score a 65 or better on the Earth Science regents exam. The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate (0-15 for VA measures).

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.3

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments
5	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents

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.

Teachers in the district's Elementary schools will receive a local score based upon district-wide results on the grades 3-5 NYS English Language Arts and mathematics exams as provided by the Regional Information Center. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the school who were eligible to take them. 50% of the weighting will be derived from performance on the ELA tests and 50% of the weighting will be derived from student performance on the math tests. Teachers at Pelham Middle School will receive a local score based upon school-wide results on the grades 6-8 NYS English Language Arts and mathematics exams as well as the NYS Earth Science Regents exam. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the district who were eligible to take them. 40% of the weighting will be derived from performance on the ELA tests and 40% of the weighting will be derived from student performance on the math tests and 20% will be derived from the percentage of all students who score a 65 or better on the Earth Science regents exam. The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate (0-15 for VA measures).

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

See Upload in Section 3.3

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

See Upload in Section 3.3

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

See Upload in Section 3.3

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

See Upload in Section 3.3

### 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/12149/1002132-rhJdBgDruP/Pelham-teachers-local 20 percent process and chart-5-6-14-FINAL.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments
1	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments
2	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments
3	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments

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	Teachers in the district's Elementary schools will receive a local score based upon district-wide results on the grades 3-5 NYS English Language Arts and mathematics exams as provided by
--	--

3.13, below.	the Regional Information Center. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the school who were eligible to take them. 50% of the weighting will be derived from performance on the ELA tests and 50% of the weighting will be derived from student performance on the math tests. The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments
1	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments
2	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments
3	6(ii) School-wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments

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.	Teachers in the district's Elementary schools will receive a local score based upon district-wide results on the grades 3-5 NYS English Language Arts and mathematics exams as provided by the Regional Information Center. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the school who were eligible to take them. 50% of the weighting will be derived from performance on the ELA tests and 50% of the weighting will be derived from student performance on the math tests. The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate.
---	---

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents Assessment
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents Assessment
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers at Pelham Middle School will receive a local score based upon school-wide results on the grades 6-8 NYS English Language Arts and mathematics exams as well as the NYS Earth Science Regents exam. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the district who were eligible to take them. 40% of the weighting will be derived from performance on the ELA tests and 40% of the weighting will be derived from student performance on the math tests and 20% will be derived from the percentage of all students who score a 65 or better on the Earth Science regents exam. The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	See Upload in Section 3.13

grade/subject.

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

See Upload in Section 3.13

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents Assessment
7	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents Assessment
8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents Assessment

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

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

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

Teachers at Pelham Middle School will receive a local score based upon school-wide results on the grades 6-8 NYS English Language Arts and mathematics exams as well as the NYS Earth Science Regents exam. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the district who were eligible to take them. 40% of the weighting will be derived from performance on the ELA tests and 40% of the weighting will be derived from student performance on the math tests and 20% will be derived from the percentage of all students who score a 65 or better on the Earth Science regents exam. The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate.

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

See Upload in Section 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See Upload in Section 3.13

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

See Upload in Section 3.13

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

See Upload in Section 3.13

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program
Global 2	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program
American History	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program

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.	<p>Teachers at Pelham Memorial High School will receive a local assessment scored based upon school wide results on the Regents exams in English, Integrated Algebra, Living Environment, Global History, American History Regents and all Advanced Placement exams. Specifically, the success rate will be determined by the percentage of students who receive a score of at least 65 or better on a regent's exam and a score of at least 3 on an AP exam. Scores will be weighted as follows: 66.6% will be allocated to performance on the Regents and 33.3% will be allocated to performance on all Advanced Placement exams. The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate.</p> <p>The District will offer both the Integrated Algebra Regents and the Common Core Algebra Regents. All students will be required to take the Common Core Algebra Regents and given the option to take the Integrated Algebra Regents. Teachers will use the higher of the two assessment scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program
Earth Science	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program
Chemistry	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program
Physics	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program

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.	Teachers at Pelham Memorial High School will receive a local assessment scored based upon school wide results on the Regents exams in English, Integrated Algebra, Living Environment, Global History, American History Regents and all Advanced Placement exams. Specifically, the success rate will be determined by the percentage of students who receive a score of at least 65 or better on a regent's exam and a score of at least 3 on an AP exam. Scores will be weighted as follows: 66.6% will be allocated to performance on the Regents and 33.3% will be allocated to performance on all Advanced Placement exams.
---	--

The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate.

The District will offer both the Integrated Algebra Regents and the Common Core Algebra Regents. All students will be required to take the Common Core Algebra Regents and given the option to take the Integrated Algebra Regents. Teachers will use the higher of the two assessment scores for APPR purposes.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program
Geometry	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program
Algebra 2	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra

Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Teachers at Pelham Memorial High School will receive a local assessment scored based upon school wide results on the Regents exams in English, Integrated Algebra, Living Environment, Global History, American History Regents and all Advanced Placement exams. Specifically, the success rate will be determined by the percentage of students who receive a score of at least 65 or better on a regent's exam and a score of at least 3 on an AP exam. Scores will be weighted as follows: 66.6% will be allocated to performance on the Regents and 33.3% will be allocated to performance on all Advanced Placement exams. The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate.</p> <p>The District will offer both the Integrated Algebra Regents and the Common Core Algebra Regents. All students will be required to take the Common Core Algebra Regents and given the option to take the Integrated Algebra Regents. Teachers will use the higher of the two assessment scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and Geography, NYS Regents Assessment in U.S.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers at Pelham Memorial High School will receive a local assessment scored based upon school wide results on the Regents exams in English, Integrated Algebra, Living Environment, Global History, American History Regents and all Advanced Placement exams. Specifically, the success rate will be determined by the percentage of students who receive a score of at least 65 or better on a regent's exam and a score of at least 3 on an AP exam. Scores will be weighted as follows: 66.6% will be allocated to performance on the Regents and 33.3% will be allocated to performance on all Advanced Placement exams. The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate.
	The District will offer both the Integrated Algebra Regents and the Common Core Algebra Regents. All students will be required to take the Common Core Algebra Regents and given the option to take the Integrated Algebra Regents. Teachers will use the higher of the two assessment scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Upload in Section 3.13

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses- Grades 9-12	6(ii) School wide measure computed locally	NYS Regents Assessment in Common Core/Integrated Algebra, NYS Regents Assessment in Comprehensive English, NYS Regents Assessment in Living Environment, NYS Regents Assessment in Global History and

		Geography, NYS Regents Assessment in U.S. History and Government, and AP Program
All other courses-Grades 6-8	6(ii) School wide measure computed locally	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents Assessment
All other courses-Grades K-5	6(ii) School wide measure computed locally	NYS Grades 3-5 ELA and Math Assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Teachers at Pelham Memorial High School will receive a local assessment scored based upon school wide results on the Regents exams in English, Integrated Algebra, Living Environment, Global History, American History Regents and all Advanced Placement exams. Specifically, the success rate will be determined by the percentage of students who receive a score of at least 65 or better on a regent's exam and a score of at least 3 on an AP exam. Scores will be weighted as follows: 66.6% will be allocated to performance on the Regents and 33.3% will be allocated to performance on all Advanced Placement exams. The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate.</p> <p>The District will offer both the Integrated Algebra Regents and the Common Core Algebra Regents. All students will be required to take the Common Core Algebra Regents and given the option to take the Integrated Algebra Regents. Teachers will use the higher of the two assessment scores for APPR purposes.</p> <p>Teachers at Pelham Middle School will receive a local score based upon school-wide results on the grades 6-8 NYS English Language Arts and mathematics exams as well as the NYS Earth Science Regents exam. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the district who were eligible to take them. 40% of the weighting will be derived from performance on the ELA tests and 40% of the weighting will be derived from student performance on the math tests and 20% will be derived from the percentage of all students who score a 65 or better on the Earth Science regents exam. The percent will be converted to the Pelham HEDI chart of 0-20, as appropriate.</p> <p>Teachers in the district's Elementary schools will receive a local score based upon district-wide results on the grades 3-5 NYS English Language Arts and mathematics exams as provided by the Regional Information Center. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the school who were eligible to take them. 50% of the weighting will be derived from performance on the ELA tests and 50% of the weighting will be derived from student performance on the math tests. The percent</p>
--	--

will be converted to the Pelham HEDI chart of 0-20, as appropriate.

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

See Upload in Section 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See Upload in Section 3.13

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

See Upload in Section 3.13

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

See Upload in Section 3.13

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/12149/1002132-y92vNseFa4/Pelham-teachers-local 20 percent process and chart-5-6-14-FINAL.docx

### 3.14) Locally Developed Controls

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

Not applicable

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

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

If a teacher has two scores assigned in the local measure component, the score of the teacher will be a weighted average of the two scores earned based upon the number of students who generate each respective score. Normal rounding rules will apply.

### 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, April 30, 2013

Updated Wednesday, May 07, 2014

## Page 1

### 4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric   Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
---------------------------------------	---

Second Rubric, if applicable	(No response)
------------------------------	---------------

### 4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

The Danielson Model for teacher evaluation is based on the book The Framework for Teaching (2011). The model is aligned with the NYS Teaching Standards, which identifies and categorizes these aspects into four domains: Planning and Preparation; the Classroom Environment; Instruction; and Professional Responsibilities. Each domain is defined into subcategories or components and are weighted according the value negotiated with the teachers' union.

Multiple observations throughout the year will be combined into a score of 1-4 for each of the four domains using the Danielson Framework. Each time a component is observed evidence is recorded for that component of the rubric. Information gathered during the required pre-observation and post-observation conferences is used to set expectations for the teacher's observation. All of the information from observation, submitted, related artifacts, pre-observation and post-observation conferences are then gathered and utilized to complete a comprehensive summative final score for each domain. Multiple ratings for the same component of the rubric will be averaged and rounded to the nearest whole number. Each sub-domain score will then be computed based upon it's respective weighting and be converted to a 60 point scale score. The total points from the use of this rubric is 60 points. The rubric scores on the uploaded chart are the minimum values needed to earn the corresponding HEDI points.

Note: If a teacher receives an ineffective rating in all categories of a domain, then the score for that domain will be a zero.

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/12179/1002133-eka9yMJ855/DanielsonRubricConversionScoreHEDI-Pelham-3-2014.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.

Evidence indicates that teacher performance results in student learning that exceeds District expectations.

59- 60 points.

The percentage of points earned in each domain are as follows:

Domain 1- 25%

Domain 2- 30%

Domain 3- 30%

Domain 4- 15%

The subcategories of the different domains represent specific points as identified on the attached chart. The District and union agree that the point values demonstrate the importance of each area.

The summative evaluation score will lead to the composite score for the year.

Effective: Overall performance and results meet NYS Teaching Standards.

Evidence indicates that teacher performance results in student learning that aligns with District expectations.

57-58 points.

The percentage of points earned in each domain are as follows:

Domain 1- 25%

Domain 2- 30%

Domain 3- 30%

Domain 4- 15%

The subcategories of the different domains represent specific points as identified on the attached chart. The District and union agree that the point values demonstrate the importance of each area.

The summative evaluation score will lead to the composite score for the year.

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

Evidence indicates that teacher performance results in student learning that approaches but does not fully align with District expectations.

50-56 points.

The percentage of points earned in each domain are as follows:

Domain 1- 25%

Domain 2- 30%

Domain 3- 30%

Domain 4- 15%

The subcategories of the different domains represent specific

points as identified on the attached chart. The District and union agree that the point values demonstrate the importance of each area.

The summative evaluation score will lead to the composite score for the year.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

Evidence indicates that teacher performance does not result in student learning that aligns with District expectations.  
0-49 points.

The percentage of points earned in each domain are as follows:  
Domain 1- 25%  
Domain 2- 30%  
Domain 3- 30%  
Domain 4- 15%

The subcategories of the different domains represent specific points as identified on the attached chart. The District and union agree that the point values demonstrate the importance of each area.

The summative evaluation score will lead to the composite score for the year.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

---

Informal/Short	0
----------------	---

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

- 
- In Person
- 

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

- 
- Not Applicable
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

---

Formal/Long	1
Informal/Short	1
Total	2

---

By trained in-school peer teachers or other trained reviewers

---

Formal/Long	0
Informal/Short	0

---

Independent evaluators

---

Formal/Long	0
Informal/Short	0

---

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, March 14, 2014

---

## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/1002135-Df0w3Xx5v6/PELHAM SCHOOL DISTRICT TIP Form-5-7-14.docx](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### Appeals Process

PELHAM SCHOOL DISTRICT

APPR-TIP Appeal Procedure/Form

Any eligible teacher who receives a final rating of "ineffective" may appeal such a determination to the Superintendent of Schools within fifteen (15) days after the receipt of a written annual (summative) evaluation reflecting such a rating or a teacher improvement

plan. No ratings of “Developing,” “Effective” or “Highly Effective” may be appealed. An appeal is deemed commenced when the superintendent receives such an appeal in writing, signed by the eligible teacher and hand delivered to the Office of the Superintendent. Within fifteen (15) days of receipt of an appeal, the school district member who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher’s improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district’s response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response. The written decision on the merits of the appeal shall be rendered no later than thirty (30) days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record. Such decision shall be final.

B. Complete the appropriate section or sections below articulating in detail the specific reasons for this appeal. Should additional detail require room beyond the space provided please attach additional sheets and reference below that additional sheets are attached. You may attach copies of relevant documents in support of your appeal. No additional information may be submitted once an appeal is commenced. The only grounds for appeal are these set forth below. An eligible teacher filing an appeal shall have the burden of establishing the basis for the appeal and providing the justification for a change in the rating. While you may reference more than one (1) of the grounds set forth below as supporting the appeal, you may not bring multiple appeals referencing the same annual performance review. A copy of your appeal must be delivered to the Administrator whose determination is being appealed.

1. The first appeal is to the building administrator responsible for the evaluation.
2. The second appeal is to a joint committee consisting of the following appointed by the Superintendent of Schools, namely the Assistant Superintendent for Curriculum, Instruction and Personnel and an administrative designee with instructional responsibilities. The President of the Pelham Teachers’ Association will appoint a teacher with similar level of expertise and a Union representative.
3. The final appeal is to the Superintendent or his/her designee from the faculty of the Iona School of Education agreed upon by the Union selected.

The 3012-c Appeal Procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to the teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

Teacher Appeals Form of the Annual Performance Review

Employee Information:

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

Tenure Area: \_\_\_\_\_

Date Employment Commenced with the District: \_\_\_\_\_

Current Assignment: \_\_\_\_\_

I submit my appeal for the following reason(s):

- 1- I appeal the substance of the annual professional performance review.
- 2- I appeal the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c.
- 3- I appeal the adherence to the regulation of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law section 3012-c.

Within thirty (30) days of the commencement of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, with the respect to the appeal.

The determination of the Superintendent or his/her designee will be forwarded to the eligible teacher filing the appeal at the address noted below within the time frame referenced above and will not be subject to further review either through a grievance procedure or arbitration.

I affirm that a copy of this appeal and all evidence submitted herewith has been provided to the administrator whose determination is being appealed.

Dated: \_\_\_\_\_, 201\_\_\_\_\_

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Signature

Address \_\_\_\_\_

DATE AND TIME RECEIVED BY THE OFFICE  
OF THE SUPERINTENDENT OF SCHOOLS

Time: \_\_\_\_\_

Date: \_\_\_\_\_, 201 \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_

Please print name and title:

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

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

The District is a participant in the SW BOCES Coser to train to certify all lead evaluators. This past year the Superintendent and Assistant Superintendent for Curriculum, Instruction and Personnel participated in all modules of training given by the SW BOCES and they received this certification. In turn, they turn-keyed the training modules with the other supervisors, directors, building principals and assistant principals to certify them as evaluators. Training topics were:

- 1- NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
- 2- Evidence-based observation techniques grounded in research;
- 3- Application and use of the student growth percentile model and the value-added growth model"
- 4- Application and use of the approved teacher or principal practice rubric(s) selected by the District or BOCES for use in evaluations, including training on the effective application of such rubrics to oversee a teacher's 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;
- 6- Application and use of any State-approved locally-selected measures of student achievement used by the school district or BOCES to evaluate its teacher or principals;
- 7- Use of Statewide Instructional Reporting System;
- 8- 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;
- 9- Specific considerations in evaluating teachers and principals of English Language learners and students with disabilities.

This training is complete and will continue over the course of the school year. The Board of Education of the Pelham Union Free School District has certified all Lead Evaluators. Additionally, the District has purchased site licenses from TeachScape to assist in the training of these evaluators to use the Danielson 2011 rubric for teacher evaluations. The program includes approximately 20 hours of instruction in the interpretation of the rubric and allows for an assessment at the end of the program to certify that these evaluators understand the material and can be certified to use the model for the local 60 points of a teacher's evaluation. All District evaluators will be expected to complete the viewing of the training modules and successfully pass the final assessment by October 15th, the start of formal evaluations in the Pelham District in accordance with the local teachers' association contract. No lead evaluator will be permitted to formally observe teachers pursuant to the APPR until they have passed the certification tests within Teachscape.

There will be ongoing training throughout the year in the use of the rubric. The Superintendent has planned his Administrative Cabinet Meetings and Elementary and Secondary Principals' meetings to allow for dialogue and continued clarification of the use of the rubric. These steps are being taken to ensure greater inter-rater reliability throughout the District.

All lead evaluators will be periodically re-certified to ensure inter-rater reliability through Teachscape modules which are coordinated with the state approved Danielson (2011) rubric.

All new evaluators will receive equivalent training.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

- 
- 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, April 30, 2013

Updated Friday, March 14, 2014

## Page 1

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

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

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

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

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

K - 5
6 - 8
9 - 12

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

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

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

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

State assessments, *required if one exists*

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not Applicable		

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

not applicable

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

---

## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	NYS Grades 3-5 ELA and Math Assessments
6-8	(d) measures used by district for teacher evaluation	NYS Grades 6-8 ELA and Math Assessments and NYS Earth Science Regents Assessment
9-12	(d) measures used by district for teacher evaluation	Regents Assessment in Comprehensive English, Common Core/Integrated Algebra, Living Environment, Global History and Geography, NYS Regents Assessment in U.S. History and Government, and AP Program

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The principal at Pelham Memorial High School will receive a local assessment scored based upon school wide results on the Regents exams in English, Integrated/Common Core Algebra, Living Environment, Global History, American History Regents and all Advanced Placement exams. Specifically, the success rate will be determined by the percentage of students who receive a score of at least 65 or better on a regent's exam and a score of at least 3 on an AP exam. Scores will be weighted as follows: 66.6% will be allocated to performance on the Regents and 33.3% will be allocated to performance on all Advanced Placement exams. The percent will be converted to the Pelham HEDI chart, as appropriate.</p> <p>The District will offer both the Integrated Algebra Regents and the Common Core Algebra Regents. All students will be required to take the Common Core Algebra Regents and given the option to take the Integrated Algebra Regents. Principals will use the higher of the two assessment scores for APPR purposes.</p>
--	--

The Principal at Pelham Middle School will receive a local score based upon school-wide results on the grades 6-8 NYS English Language Arts and mathematics exams as well as the NYS Earth Science Regents exam. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the district who were eligible to take them. 40% of the weighting will be derived from performance on the ELA tests and 40% of the weighting will be derived from student performance on the math tests and 20% will be derived from the percentage of all students who score a 65 or better on the Earth Science regents exam. The percent will be converted to the Pelham HEDI chart as appropriate.

Principals in the district's Elementary schools will receive a local score based upon district-wide results on the grades 3-5 NYS English Language Arts and mathematics exams as provided by the Regional Information Center. Specifically, the number of students who score at at least level 2 on these exams will then be computed to a percentage of the students in the school who were eligible to take them. 50% of the weighting will be derived from performance on the ELA tests and 50% of the weighting will be derived from student performance on the math tests. The percent will be converted to the Pelham HEDI chart.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1

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/12190/1002138-qBFVOWF7fC/Pelham-Principals-local 20 percent process and chart-5-7-14-FINAL.docx

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

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

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

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

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

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

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

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

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

assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

not applicable

### 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.

If a principal has two scores assigned in the local measure component, the score of the principal will be a weighted average of the two scores earned based upon the number of students who generate each respective score. Normal rounding rules apply.

### 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 Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric   Rubric	Multidimensional Principal Performance Rubric
---	---

Second rubric (if applicable)	(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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The MPPR evaluation is aligned with the ISLLC Standards, which identifies and categorizes critical attributes into domains: Each domain is defined into subcategories or components and are weighted according the value negotiated with the administrators' union.

Multiple observations throughout the year will be combined into a score of 1-4 for each of the four domains. Each time a component is observed evidence is recorded for that component of the rubric. Information gathered during the required pre-observation and post-observation conferences is used to set expectations for the principal's observation. All of the information from observation, submitted, related artifacts, pre-observation and post-observation conferences are then gathered and utilized to complete a comprehensive summative final score for each domain. Multiple ratings for the same component of the rubric will be averaged and rounded to the nearest whole number. Each sub-domain score with then be computed based upon it's respective weighting and be converted to a 60 point scale score. The total points from the use of this rubric is 60 points.

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

assets/survey-uploads/12205/1002139-pMADJ4gk6R/PelhamPrincipalsMPPRDomainDistributions-5-7-14.doc

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.	<p>Evidence indicates that principal's performance results in student learning that exceeds District expectations. 59- 60 points.</p> <p>The subcategories of the different domains represent specific points as identified on the attached chart. The District and union agree that the point values demonstrate the importance of each area.</p> <p>The summative evaluation score will lead to the composite score for the year.</p>
---	---

Effective: Overall performance and results meet standards.	Evidence indicates that principal's performance results in student learning that aligns with District expectations. 57-58 points.
	The subcategories of the different domains represent specific points as identified on the attached chart. The District and union agree that the point values demonstrate the importance of each area.
	The summative evaluation score will lead to the composite score for the year.
Developing: Overall performance and results need improvement in order to meet standards.	Evidence indicates that principal's performance results in student learning that approaches but does not fully align with District expectations. 55-56 points.
	The subcategories of the different domains represent specific points as identified on the attached chart. The District and union agree that the point values demonstrate the importance of each area.
	The summative evaluation score will lead to the composite score for the year.
Ineffective: Overall performance and results do not meet standards.	Evidence indicates that principal's performance does not result in student learning that aligns with District expectations. 0-54 points.
	The subcategories of the different domains represent specific points as identified on the attached chart. The District and union agree that the point values demonstrate the importance of each area.
	The summative evaluation score will lead to the composite score for the year.

Please provide the locally-negotiated 60 point scoring bands.

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

## 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	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

---

## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/1002141-Df0w3Xx5v6/Pelham Principal Improvement Plan Form-5-7-14.docx

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process  
PELHAM SCHOOL DISTRICT  
APPR-PIP Appeal Procedure/Form

I. A. Terms used in this Procedure/Form include the following:

1. "Days" shall mean business days.

Any eligible principal who receives a final composite rating of "developing" or "ineffective" may appeal such a determination to the Superintendent of Schools within fifteen business (15) days after the receipt of a written annual (summative) evaluation reflecting such a rating. No ratings of "effective" or "highly effective" may be appealed. An appeal is deemed commenced when the superintendent receives such an appeal in writing, signed by the eligible principal and hand delivered to the Office of the Superintendent. Within fifteen (15) days of receipt of an appeal, the central office administrators who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response. The written decision on the merits of the appeal shall be rendered no later than thirty (30) days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record. Such decision at the last phase of the appeals process shall be final.

B. The Appeal Process

1. Pursuant to Section 3012-c of the Education Law, a teacher or principal may only challenge the following in an appeal:

- a. The substance of the annual professional performance review;
- b. The District's adherence to the standards and methodologies required for such reviews; and/or
- c. The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the principal improvement plan.

2. Complete the appropriate section or sections below articulating in detail the specific reasons for this appeal. Should additional detail require room beyond the space provided please attach additional sheets and reference below that additional sheets are attached. You may attach copies of relevant documents in support of your appeal. The only grounds for appeal are these set forth below. While you may reference more than one (1) of the grounds set forth below as supporting the appeal, you may not bring multiple appeals referencing the same annual performance review. The first appeal is to the Superintendent of Schools who is responsible for the evaluation and for providing the principal with all documentation being used by the district in the appeals process. If the principal doesn't agree with the decision of the Superintendent, the principal may initiate the second appeal process.

3. The second appeal is to a joint committee consisting of the following appointed by the Superintendent of Schools, namely the Assistant Superintendent for Curriculum, Instruction and Personnel and the Assistant Superintendent for Pupil Personnel Services. The President of the Pelham Administrators' Association will appoint an administrator from the Pelham Administrators' Association with a similar level of expertise and a Union representative. If the principal doesn't agree with the decision of the Joint Committee, the principal seeking the appeal may request that the Executive Board of the Pelham Administrators' Association initiate the final appeals process, which requires a positive vote of the Executive Board of the Pelham Administrators' Association.

4. The final appeal shall be to a single hearing officer to be selected from a rotating list who shall be chosen from the list of hearing officers approved mutually by the district and the bargaining unit representing the principals. In lieu of a hearing officer, the Superintendent of Schools and President of the Pelham Administrator's Association may mutually agree to select a faculty member of the School of Education, Administration Program from either Fordham University, Iona College, or Stonybrook University to hear the final appeal. The outcome of this stage of the appeal process shall be final and binding by both the District and the Association.

C. BURDEN OF PROOF:

The burden shall be on the appellant to establish by a preponderance of the evidence that the rating given to the principal was unjustified or that an improvement plan was inappropriately issued and/or implemented.

The parties agree that:

- a. The first available hearing officer shall hear appeals in a timely manner after the appeal is made.
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel or union representative.
- d. The District and Association shall have the opportunity to present its case supporting the rating. This material may include the presentation of all supportive documentation regarding the District's rating.
- e. The District and Association will provide the principal with all documents that they plan to use to support their case.

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) days from the close of the hearing. Such decision shall be final and binding. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must affirm, set aside or modify a districts' rating. A copy of the decision shall be provided to the principal and the district representative. The hearing officer shall be empowered to raise, lower or affirm the score on the local assessment and/or the rubric.

**EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE**

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

Other:

1. The district and Administrators' Association shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by the last name.
3. The costs associated with the appeal process including the hearing officer shall be the responsibility of the District.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) days in which to file a notice of appeal does not waive her/her right to an appeal.

**Appeal of Rating Form – Principal APPR**

Employee Information:

1. Name: \_\_\_\_\_
2. Tenure Area: \_\_\_\_\_
3. Date Employment Commenced with the District: \_\_\_\_\_
4. Current Assignment: \_\_\_\_\_

Ground 1: I appeal the substance of the annual professional performance review based upon the following:

Ground 2: I appeal the School District's adherence to the standards and methodologies required for APPRs pursuant to Section 3012-c of the Education Law based upon the following:

Ground 3: I appeal the School Districts adherence to the Regulations of the Commissioner of Education based upon the following:

Ground 4: I appeal the School Districts compliance with any applicable locally negotiated procedures based upon the following:

Ground 5: I appeal the School Districts issuance and/or implementation of the terms of the principal improvement plan based upon the following:

Within fifteen (15) business days of the commencement of the first appeal and second appeal, the Superintendent of Schools or his/her designee shall render the determination, in writing, with the respect to the appeal. In the case of the final appeal phase, the decision of the Hearing Officer shall be final and binding.

The determination of the Superintendent or his/her designee will be forwarded to the eligible principal filing the appeal at the address noted below within the time frame referenced above and will not be subject to further review either through a grievance procedure or arbitration.

I affirm that a copy of this appeal and all evidence submitted herewith has been provided to the administrator whose determination is being appealed.

Dated: \_\_\_\_\_, 201\_\_\_\_\_

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Address

DATE AND TIME RECEIVED BY THE OFFICE  
OF THE SUPERINTENDENT OF SCHOOLS

Time: \_\_\_\_\_

Date: \_\_\_\_\_, 201 \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_

Please print name and title: \_\_\_\_\_

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

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

The District is a participant in the SW BOCES Coser to train and certify all lead evaluators. The Superintendent of Schools received 34 hours of training from SW BOCES as a lead evaluator of both principals and teachers. The Assistant Superintendent for Curriculum, Instruction and Personnel participated in all modules (34 hours) of training given by the SW BOCES as lead evaluator of teachers and 8 hours of training through PNW BOCES as a lead evaluator of principals. In turn, they turn-keyed the training modules with the other supervisors, directors, building principals and assistant principals to certify and re-certify them as lead evaluators over the course of 10 hours over the course of the year at Administrative Cabinet meetings. All newly hired lead evaluators received training through either SW BOCES (34 hours) or PNW BOCES (8 hours). Training topics include:

- 1- NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
- 2- Evidence-based observation techniques grounded in research;
- 3- Application and use of the student growth percentile model and the value-added growth model"
- 4- Application and use of the approved teacher or principal practice rubric(s) selected by the District or BOCES for use in evaluations, including training on the effective application of such rubrics to oversee a teacher's 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;
- 6- Application and use of any State-approved locally-selected measures of student achievement used by the school district or BOCES to evaluate its teacher or principals;
- 7- Use of Statewide Instructional Reporting System;
- 8- 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;
- 9- Specific considerations in evaluating teachers and principals of English Language learners and students with disabilities.

This training is complete and will continue over the course of the school year. The Board of Education of the Pelham Union Free School District has certified all Lead Evaluators of teachers and principals. Training throughout the year of the Multidimensional Principal Performance rubric will continue to ensure inter-rater reliability at Administrative Cabinet meetings held monthly (10 times). All lead evaluators will be re-certified to ensure inter-rater reliability through a combination of internal training and S.W. BOCES/PNW BOCES and will be re-certified upon receipt of that training.

New evaluators will receive equivalent training.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

---

• Checked

---

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data   Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by	Checked
--	---------

---

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, April 30, 2013

Updated Wednesday, May 07, 2014

---

### Page 1

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

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

assets/survey-uploads/12158/1002142-3Uqgn5g9Iu/Pelham Certification-5-7-14.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.

HEDI Scoring Chart-Pelham Teachers  
For All State Growth or Comparable Measures

**HEDI Scoring**

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

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
≥ 95%	94-90%	89-85%	84%	83-82%	81-80%	79-78%	77-76%	75-74%	73-72%	71-70%	69-68%	67-66%	65%	64%	63%	62%	61%	60%	59%	≤ 58%

**What Student Progress Meets District Expectations**

Performance Level	END: 1 Below Standard 0-40	END: 2 Meets Basic Standard 41-64	END: 3 Meeting Proficiency Standard 65-84	END: 4 Exceeding Proficiency Standard 85-100
START: 1 0-40	NO	YES	YES	YES
START: 2 41-64	NO	YES	YES	YES
START: 3 65-84	NO	NO	YES	YES
START: 4 85-100	NO	NO	YES	YES

HEDI Scoring Chart-Pelham Teachers  
For All State Growth or Comparable Measures

The percentage of the total number of students achieving a yes versus a no will be converted to the HEDI percentage chart outlined above. For example, if 78% of an individual teacher's students achieve a yes versus a no, that teacher would receive a rating of 14 points (Effective). The scoring bands apply to all assessments, including Regents assessments used by all teachers within the District when the growth measure is locally calculated. The ending levels for courses using state assessments will align with the state 1-4 performance levels.

Pelham Union Free School District  
Local 20 percent Process and Conversion Chart

- I. Local 20 Points** – The District and the Pelham Teachers’ Association have negotiated the process for selecting other local measures of student achievement. According to the *Guidance on New York State’s Annual Professional Performance Review for Teachers and Principals to Implement Education Law § 3012-c and the Commissioner’s Regulations (Guidance Document)*, 20% of the evaluation be based on a locally-selected measures of student achievement or growth. The Guidance Document states that assessment measures must be rigorous and comparable.
- Rigorous – means that the locally-selected measure is aligned to the NYS learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, evidence of alignment to research-based learning standards, and to the extent practicable, the assessment must be valid and reliable as defined by the *Standards of Educational and Psychological Testing*.
  - Locally comparable across classrooms means that the same locally selected measure of student achievement or growth is used across all classrooms in the same grade/subject in the district. A district may use more than one type of locally selected measure for different groups of teachers within a grade/subject; the district verifies comparability in accordance with the *Standards of Educational and Psychological Testing*.
  - Assessments must be valid (accurately gauges what the assessment claims to measure) and reliable (demonstrates accuracy of results through consistency in what it measures over time). (Mills, 2007; Sagor, 2000).
- Process: The Local 20% Portion the APPR will a School-wide (Secondary) or District-Wide (Elementary) achievement measure. (see HEDI Bands for Local 20% chart on page 3);

Pelham Union Free School District  
Local 20 percent Process and Conversion Chart

- Teachers in the district's elementary schools will receive a local assessment score based upon district-wide results on the grades 3-5 NYS ELA and Math exams. Specifically, we will count the number of students who score a "2" "3" or "4" on these exams and then compute that as a percentage of the students in the district who were eligible to take them. We will use the Conversion Chart on page 3 for Local Assessments to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.

**Scores will be weighted as follows:**

3-5 ELA- 50%

3-5 Mathematics- 50%

Teachers at Pelham Middle School will receive a local assessment score based upon school-wide results on the grades 6-8 NYS ELA and Math exams and the Earth Science Regents.

**Scores will be weighted as follows:**

6-8 ELA- 40%

6-8 Mathematics- 40%

Earth Science Regents- 20%

Teachers at Pelham Memorial High School will receive a local assessment score based upon school-wide results on the Regents in Comprehensive English, Integrated/Common Core Algebra Regents, Living Environment Regents, Global History Regents, American History Regents, and all of the Advanced Placement exams. Specifically, we will generate success rate percentages for each exam based on the following criteria:

Students who scored a 65 or better on a Regents exam

Students who scored a 3, 4, or 5 on an AP exam

**Scores will be weighted as follows:**

Regents Results on all five exams- 66.6%

All Advanced Placement exams- 33.3%

- The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the success rates will be averaged to compute an overall success rate for all teachers at each respective level. We will use the Conversion Chart on page 3 for Local Assessments to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.

Pelham Union Free School District  
Local 20 percent Process and Conversion Chart

**II. Proficiency levels will be determined as follows:**

**HEDI Bands for 20%/15% Local Score**

<b>Rating</b>	<b>Percent Proficiency</b>	<b>Overall Value</b>	<b>Rating</b>	<b>Percent Proficiency</b>	<b>Overall Value</b>
Highly Effective	95 - 100	20	Highly Effective	95 - 100	15
Highly Effective	90 - 94.99	19	Highly Effective	90 - 94.99	14
Highly Effective	85 - 89.99	18	Highly Effective	85 - 89.99	14
Effective	84 - 84.99	17	Effective	84 - 84.99	13
Effective	82 - 83.99	16	Effective	82 - 83.99	12
Effective	80 - 81.99	15	Effective	80 - 81.99	11
Effective	78 - 79.99	14	Effective	78 - 79.99	11
Effective	76 - 77.99	13	Effective	76 - 77.99	10
Effective	74 - 75.99	12	Effective	74 - 75.99	9
Effective	72 - 73.99	11	Effective	72 - 73.99	8
Effective	70 - 71.99	10	Effective	70 - 71.99	8
Effective	68 - 69.99	9	Effective	68 - 69.99	8
Developing	66 - 67.99	8	Developing	67 - 67.99	7
Developing	65 - 65.99	7	Developing	65 - 66.99	6
Developing	64 - 64.99	6	Developing	64 - 64.99	5
Developing	63 - 63.99	5	Developing	63 - 63.99	4
Developing	62 - 62.99	4	Developing	61 - 62.99	3
Developing	61 - 61.99	3			
Ineffective	60 - 60.99	2	Ineffective	60 - 60.99	2
Ineffective	59 - 59.99	1	Ineffective	59 - 59.99	1
Ineffective	0 - 58.99	0	Ineffective	0 - 58.99	0

**\*Proficient = a grade of 65 or above or the equivalent of 2 out of 4 on a 4-point rubric or a 3 or higher on an Advanced Placement Exam.**

Pelham Union Free School District  
Local 20 percent Process and Conversion Chart

- I. Local 20 Points** – The District and the Pelham Teachers’ Association have negotiated the process for selecting other local measures of student achievement. According to the *Guidance on New York State’s Annual Professional Performance Review for Teachers and Principals to Implement Education Law § 3012-c and the Commissioner’s Regulations (Guidance Document)*, 20% of the evaluation be based on a locally-selected measures of student achievement or growth. The Guidance Document states that assessment measures must be rigorous and comparable.
- Rigorous – means that the locally-selected measure is aligned to the NYS learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, evidence of alignment to research-based learning standards, and to the extent practicable, the assessment must be valid and reliable as defined by the *Standards of Educational and Psychological Testing*.
  - Locally comparable across classrooms means that the same locally selected measure of student achievement or growth is used across all classrooms in the same grade/subject in the district. A district may use more than one type of locally selected measure for different groups of teachers within a grade/subject; the district verifies comparability in accordance with the *Standards of Educational and Psychological Testing*.
  - Assessments must be valid (accurately gauges what the assessment claims to measure) and reliable (demonstrates accuracy of results through consistency in what it measures over time). (Mills, 2007; Sagor, 2000).
- Process: The Local 20% Portion the APPR will a School-wide (Secondary) or District-Wide (Elementary) achievement measure. (see HEDI Bands for Local 20% chart on page 3);

Pelham Union Free School District  
Local 20 percent Process and Conversion Chart

- Teachers in the district's elementary schools will receive a local assessment score based upon district-wide results on the grades 3-5 NYS ELA and Math exams. Specifically, we will count the number of students who score a "2" "3" or "4" on these exams and then compute that as a percentage of the students in the district who were eligible to take them. We will use the Conversion Chart on page 3 for Local Assessments to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.

**Scores will be weighted as follows:**

3-5 ELA- 50%

3-5 Mathematics- 50%

Teachers at Pelham Middle School will receive a local assessment score based upon school-wide results on the grades 6-8 NYS ELA and Math exams and the Earth Science Regents.

**Scores will be weighted as follows:**

6-8 ELA- 40%

6-8 Mathematics- 40%

Earth Science Regents- 20%

Teachers at Pelham Memorial High School will receive a local assessment score based upon school-wide results on the Regents in Comprehensive English, Integrated/Common Core Algebra Regents, Living Environment Regents, Global History Regents, American History Regents, and all of the Advanced Placement exams. Specifically, we will generate success rate percentages for each exam based on the following criteria:

Students who scored a 65 or better on a Regents exam

Students who scored a 3, 4, or 5 on an AP exam

**Scores will be weighted as follows:**

Regents Results on all five exams- 66.6%

All Advanced Placement exams- 33.3%

- The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the success rates will be averaged to compute an overall success rate for all teachers at each respective level. We will use the Conversion Chart on page 3 for Local Assessments to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.

Pelham Union Free School District  
Local 20 percent Process and Conversion Chart

**II. Proficiency levels will be determined as follows:**

**HEDI Bands for 20%/15% Local Score**

<b>Rating</b>	<b>Percent Proficiency</b>	<b>Overall Value</b>	<b>Rating</b>	<b>Percent Proficiency</b>	<b>Overall Value</b>
Highly Effective	95 - 100	20	Highly Effective	95 - 100	15
Highly Effective	90 - 94.99	19	Highly Effective	90 - 94.99	14
Highly Effective	85 - 89.99	18	Highly Effective	85 - 89.99	14
Effective	84 - 84.99	17	Effective	84 - 84.99	13
Effective	82 - 83.99	16	Effective	82 - 83.99	12
Effective	80 - 81.99	15	Effective	80 - 81.99	11
Effective	78 - 79.99	14	Effective	78 - 79.99	11
Effective	76 - 77.99	13	Effective	76 - 77.99	10
Effective	74 - 75.99	12	Effective	74 - 75.99	9
Effective	72 - 73.99	11	Effective	72 - 73.99	8
Effective	70 - 71.99	10	Effective	70 - 71.99	8
Effective	68 - 69.99	9	Effective	68 - 69.99	8
Developing	66 - 67.99	8	Developing	67 - 67.99	7
Developing	65 - 65.99	7	Developing	65 - 66.99	6
Developing	64 - 64.99	6	Developing	64 - 64.99	5
Developing	63 - 63.99	5	Developing	63 - 63.99	4
Developing	62 - 62.99	4	Developing	61 - 62.99	3
Developing	61 - 61.99	3			
Ineffective	60 - 60.99	2	Ineffective	60 - 60.99	2
Ineffective	59 - 59.99	1	Ineffective	59 - 59.99	1
Ineffective	0 - 58.99	0	Ineffective	0 - 58.99	0

**\*Proficient = a grade of 65 or above or the equivalent of 2 out of 4 on a 4-point rubric or a 3 or higher on an Advanced Placement Exam.**

Danielson Classroom Observation Rubric Score  
HEDI Conversion by Domains

Domain 1 – Planning and Preparation (25%)	Subcomponent Weighting
1a. Demonstrating knowledge of content and pedagogy	20%
1b. Demonstrating knowledge of students	20%
1c. Setting instructional outcomes	20%
1d. Demonstrating knowledge of resources	10%
1e. Designing coherent instruction	15%
1f. Designing student assessments	15%
<b>Domain 2 – Classroom Enrichment (30%)</b>	
2a. Creating an environment of respect and rapport	20%
2b. Establishing a culture for learning	30%
2c. Managing classroom procedures	20%
2d. Managing student behaviors	20%
2e. Organizing physical space	10%
<b>Domain 3 – Instruction (30%)</b>	
3a. Communicating with students	15%
3b. Using questioning and discussion techniques	20%
3c. Engaging student in learning	25%
3d. Using assessment in instruction	20%
3e. Demonstrating flexibility	20%
<b>Domain 4 – Teaching (Professional Responsibility) (15%)</b>	
4a. Reflecting on teaching	30%
4b. Maintaining accurate records	20%
4c. Communicating with families	20%
4d. Participating in a professional community	10%
4e. Growing and develop professionally	10%
4f. Demonstrating professionalism	10%
<b>TOTAL</b>	<b>60 pts</b>

(Domain Subcomponent Value = H = 4; E = 3; D = 2; I = 1)

**Rubric Score**

**Conversion Score**

0-0.9	0
1 – 1.09	1
1.10 – 1.19	12
1.20 – 1.29	25
1.30 – 1.39	37

1.40 – 1.49	49
1.50 – 1.59	50
1.60 – 1.79	51
1.80 – 1.89	52
1.90 – 1.99	53
2.0 – 2.19	54
2.20 – 2.29	55
2.30 – 2.49	56
2.50 - 2.79	57
2.80 – 3.29	58
3.30 – 3.69	59
3.70 – 4.0	60

**HEDI Bands (H-highly effective; E – effective; D – developing; I – ineffective)**

The District and the Pelham Teachers' Association have agreed upon the following HEDI bands framing the 60 points for the Summative Evaluation, a required, yearly evaluation for all teachers:

<b>H - Band</b>	<b>59 - 60</b>
<b>E - Band</b>	<b>57 - 58</b>
<b>D - Band</b>	<b>50 - 56</b>
<b>I - Band</b>	<b>0 - 49</b>

PELHAM SCHOOL DISTRICT  
TEACHER IMPROVEMENT PLAN (TIP) FORM

Composite Rating

DEVELOPING

INEFFECTIVE

ADMINISTRATOR INITIATING THE TIP:

---

FACULTY MEMBER INITIATING THE TIP:

---

ADDITIONAL TIP PARTICIPANTS (if applicable) indicate name, title and representation on team:

---

---

---

---

---

DATE DEVELOPED:

---

DOMAIN(S) WHICH NEED TO BE ADDRESSED: (please refer to Danielson's Components of Professional Practice; to provide further direction, administrator may list component(s) or sub-domain(s) as well).

1.  PLANNING AND PREPARATION

2.  CLASSROOM ENVIRONMENT

3.  INSTRUCTION

4.  TEACHING (*PROFESSIONAL RESPONSIBILITY*)

A. Describe Area(s) in Need of Improvement:



Team Members:	
Teacher:	Teacher Mentor:
Building Administrator:	
Date:	

FOR CENTRAL OFFICE USE ONLY:
DATE:
ASSISTANT SUPERINTENDENT:
SUPERINTENDENT:

AT THE CONCLUSION OF TIP PROCESS:

OUTCOMES

- \_\_\_\_\_1. AREA(S) IN NEED OF IMPROVEMENT HAVE BEEN ADDRESSED: TIP SUCESSFULLY RESOLVED:
  
- \_\_\_\_\_2. PROGRESS NOTED; CONTINUATION ON TIP:
  
- \_\_\_\_\_3. AREA(S) IN NEED OF IMPROVEMENT UNRESOLVED; FURTHER ACTION TO BE DETERMINED:

ADMINISTRATOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

FACULTY SIGNATURE: \_\_\_\_\_  
DATE: \_\_\_\_\_

EXPLANATORY NOTES OF THE Administrator, IF NECESSARY:

EXPLANATORY NOTES OF THE Teacher, IF NECESSARY:

Pelham Union Free School District  
Local 20 percent Process and Conversion Chart

- I. Local 20 Points** – The District and the Pelham Administrators’ Association have negotiated the process for selecting other local measures of student achievement. According to the *Guidance on New York State’s Annual Professional Performance Review for Teachers and Principals to Implement Education Law § 3012-c and the Commissioner’s Regulations (Guidance Document)*, 20% of the evaluation be based on a locally-selected measures of student achievement or growth. The Guidance Document states that assessment measures must be rigorous and comparable.
- Rigorous – means that the locally-selected measure is aligned to the NYS learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, evidence of alignment to research-based learning standards, and to the extent practicable, the assessment must be valid and reliable as defined by the *Standards of Educational and Psychological Testing*.
  - Locally comparable across classrooms means that the same locally selected measure of student achievement or growth is used across all classrooms in the same grade/subject in the district. A district may use more than one type of locally selected measure for different groups of teachers within a grade/subject; the district verifies comparability in accordance with the *Standards of Educational and Psychological Testing*.
  - Assessments must be valid (accurately gauges what the assessment claims to measure) and reliable (demonstrates accuracy of results through consistency in what it measures over time). (Mills, 2007; Sagor, 2000).
- Process: The Local 20% Portion the APPR will be either a School-wide (Secondary) or District-Wide (Elementary) achievement measure. (see HEDI Bands for Local 20% chart on page 3);

Pelham Union Free School District  
Local 20 percent Process and Conversion Chart

- Principals in the district's elementary schools will receive a local assessment score based upon district-wide results on the grades 3-5 NYS ELA and Math exams. Specifically, we will count the number of students who score a "2" "3" or "4" on these exams and then compute that as a percentage of the students in the district who were eligible to take them. We will use the Conversion Chart on page 3 for Local Assessments to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.

**Scores will be weighted as follows:**

3-5 ELA- 50%

3-5 Mathematics- 50%

The principal at Pelham Middle School will receive a local assessment score based upon school-wide results on the grades 6-8 NYS ELA and Math exams and the Earth Science Regents.

**Scores will be weighted as follows:**

6-8 ELA- 40%

6-8 Mathematics- 40%

Earth Science Regents- 20%

The principal at Pelham Memorial High School will receive a local assessment score based upon school-wide results on the Regents in Comprehensive English, Integrated/Common Core Algebra Regents, Living Environment Regents, Global History Regents, American History Regents, and all of the Advanced Placement exams. Specifically, we will generate success rate percentages for each exam based on the following criteria:

Students who scored a 65 or better on a Regents exam

Students who scored a 3, 4, or 5 on an AP exam

**Scores will be weighted as follows:**

Regents Results on all five exams- 66.6%

All Advanced Placement exams- 33.3%

- The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the success rates will be averaged to compute an overall success rate for all principals at each respective level. We will use the Conversion Chart on page 3 for Local Assessments to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.

Pelham Union Free School District  
Local 20 percent Process and Conversion Chart

**II. Proficiency levels will be determined as follows:**

**HEDI Bands for 20%/15% Local Score**

<b>Rating</b>	<b>Percent Proficiency</b>	<b>Overall Value</b>	<b>Rating</b>	<b>Percent Proficiency</b>	<b>Overall Value</b>
Highly Effective	95 - 100	20	Highly Effective	95 - 100	15
Highly Effective	90 - 94.99	19	Highly Effective	90 - 94.99	14
Highly Effective	85 - 89.99	18	Highly Effective	85 - 89.99	14
Effective	84 - 84.99	17	Effective	84 - 84.99	13
Effective	82 - 83.99	16	Effective	82 - 83.99	12
Effective	80 - 81.99	15	Effective	80 - 81.99	11
Effective	78 - 79.99	14	Effective	78 - 79.99	11
Effective	76 - 77.99	13	Effective	76 - 77.99	10
Effective	74 - 75.99	12	Effective	74 - 75.99	9
Effective	72 - 73.99	11	Effective	72 - 73.99	8
Effective	70 - 71.99	10	Effective	70 - 71.99	8
Effective	68 - 69.99	9	Effective	68 - 69.99	8
Developing	66 - 67.99	8	Developing	67 - 67.99	7
Developing	65 - 65.99	7	Developing	65 - 66.99	6
Developing	64 - 64.99	6	Developing	64 - 64.99	5
Developing	63 - 63.99	5	Developing	63 - 63.99	4
Developing	62 - 62.99	4	Developing	61 - 62.99	3
Developing	61 - 61.99	3			
Ineffective	60 - 60.99	2	Ineffective	60 - 60.99	2
Ineffective	59 - 59.99	1	Ineffective	59 - 59.99	1
Ineffective	0 - 58.99	0	Ineffective	0 - 58.99	0

**\*Proficient = a grade of 65 or above or the equivalent of 2 out of 4 on a 4-point rubric or a score of 3 or higher on an Advanced Placement Exam.**

<b>Domain 1 - Shared Vision of Learning</b>	<b>(15%)</b>	<b>Subcomponent Weighting</b>	
A. Culture		50%	(4.5)
B. Sustainability		50%	(4.5)
<b>Domain 2 - School Culture and Instructional Program</b>	<b>(30%)</b>		
A. Culture		20%	(3.6)
B. Instructional Program		20%	(3.6)
C. Capacity Building		20%	(3.6)
D. Sustainability		20%	(3.6)
E. Strategic Planning Process		20%	(3.6)
<b>Domain 3 - Safe, Efficient, Effective Learning Environment</b>	<b>(25%)</b>		
A. Capacity Building		25%	(3.75)
B. Culture		25%	(3.75)
C. Sustainability		25%	(3.75)
D. Instructional Program		25%	(3.75)
<b>Domain 4 - Community</b>	<b>(10%)</b>		
A. Strategic Planning Process: Inquiry		33%	(2.0)
B. Culture		33%	(2.0)
C. Sustainability		33%	(2.0)

<b>Domain 5 - Integrity, Fairness, Ethics</b>	<b>(10%)</b>	
A. Sustainability	50%	(3.0)
B. Culture	50%	(3.0)
<b>Domain 6 - Political, Social, Economic, Legal and Cultural Context</b>	<b>(10%)</b>	
A. Sustainability	50%	(3.0)
B. Culture	50%	(3.0)
<b>TOTAL</b>	<b>100%</b>	<b>60 points</b>

(Domain Subcomponent Value = H = 4; E = 3; D = 2; I = 1)

Multidimensional Principal Performance Rubric (2011)  
Conversion Flow Chart

		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
--	--	--------	--------	--------	--------	--------	--------	--------	--------	--------

		Determine Relative Value of Each Domain	Determine Relative Value of Each SubDomain as part of the Domain	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I)	Weight Subdomain Scores	Total Domain Score	Weight Total Domain Score and Compute Total	Fs	Negotiate Conversion Chart	
<b>Domain1: Shared Vision of Learning</b>		15%						H=59-60	Average Rubric Score	Conversion Score
	A. Culture		50%		0			E=57-58	1	0
	B. Sustainability		50%		0			D=55-56	1.1	12
			100%			0	0	I=0-54	1.2	25
<b>Domain 2: School Culture and Instructional Program</b>		30%							1.3	37
	A. Culture		20%		0				1.4	49
	B. Instructional Program		20%		0				1.5	50
	C. Capacity Building		20%		0				1.6	51
	D. Sustainability		20%		0				1.7	51
	E. Strategic Planning Process		20%		0				1.8	52
			100%			0	0		1.9	53
<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>		25%							2	54
	A. Capacity Building		25%		0				2.1	54
	B. Culture		25%		0				2.2	55
	C. Sustainability		25%		0				2.3	56
	D. Instructional Program		25%		0				2.4	57
			100%			0	0		2.5	57
<b>Domain 4: Community</b>		10%							2.6	57
	A. Strategic Planning Process: Inquiry		33%		0				2.7	57
	B. Culture		33%		0				2.8	58
	C. Sustainability		33%		0				2.9	58
			100%			0	0		3	58
<b>Domain 5: Integrity, Fairness, Ethics</b>		10%							3.1	58
	A. Sustainability		50%		0				3.2	58
	B. Culture		50%		0				3.3	58

			100%			0	0		3.4	59
Domain 6: Political, Social, Economic		10%							3.5	60
Legal and Cultural Context	A. Sustainability		50%			0			3.6	60
	B. Culture		50%			0			3.7	60
			100%			0	0		3.8	60
									3.9	60
									4	60
	Total	100%			Evaluation Score		0			

Note 1: Remember: The evaluation component must be at least 31 of the 60 points, or 50% of the rubric

PELHAM SCHOOL DISTRICT  
PRINCIPAL IMPROVEMENT PLAN (PIP) FORM

SUPERINTENDENT INITIATING THE PIP:

\_\_\_\_\_

PRINCIPAL MEMBER INITIATING THE PIP:

\_\_\_\_\_

ADDITIONAL PIP PARTICIPANTS (if applicable):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DATE

DEVELOPED: \_\_\_\_\_  
\_\_\_\_\_

DOMAIN(S) WHICH NEED TO BE ADDRESSED:

Please refer to the Multidimensional Principal Performance Rubric to provide further direction. Administrator may list component(s) or sub-domain(s) as well, check all domains that apply.

SIX DOMAINS:

- SHARED VISION OF LEARNING
- SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM
- SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT
- COMMUNITY
- INTEGRITY, FAIRNESS AND ETHICS
- POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT

1. Describe Area(s) in Need of Improvement.
2. The Performance Goals, Expectations, Benchmarks Standards and Timelines the Principal must meet in order to achieve an Effective Rating.
3. How Improvement will be Measured and Monitored (provide for periodic reviews of program and goal achievement)
4. Anticipated Frequency and Duration of meetings of Principal, Superintendent and Principal Mentor.

- 5. The appropriate differentiated professional development opportunities, for example, including but not limited to the following: mentor coach, workshops and seminars, collegial circles, advanced degree work, self-assessment, internal/external visitations and shadowing, on line courses and seminars, guided observations, modeling by the lead evaluators, professional text, periodicals and other appropriate literature, materials, resources.

Team Members:	
Principal:	Principal's Mentor:
Superintendent and/or designee(s):	
Date:	
FOR CENTRAL OFFICE USE ONLY:	
DATE:	
ASSISTANT SUPERINTENDENT:	
SUPERINTENDENT:	

AT THE CONCLUSION OF PIP PROCESS:

OUTCOMES

- \_\_\_\_\_1. AREA(S) IN NEED OF IMPROVEMENT HAVE BEEN ADDRESSED: PIP SUCCESSFULLY RESOLVED.
  
- \_\_\_\_\_2. PROGRESS NOTED; CONTINUATION ON PIP
  
- \_\_\_\_\_3. AREA(S) IN NEED OF IMPROVEMENT UNRESOLVED; FURTHER ACTION TO BE DETERMINED

The principal retains the right to respond to the evaluation that results from the improvement plan, which will be attached to the final evaluation. The principal's signature on the final examination represents receipt not final agreement.

SUPERINTENDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PRINCIPAL SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

EXPLANATORY NOTES OF THE Superintendent, IF NECESSARY:

EXPLANATORY NOTES OF THE Principal, IF NECESSARY:

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

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

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

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

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

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

Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development

Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured

Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured

Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later

Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner

Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner

Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them

Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process

Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

Assure that educators who receive a Developing or Ineffective rating will receive a 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

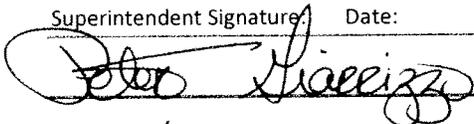
Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance

Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations

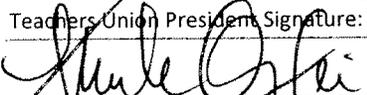
If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

### Signatures, dates

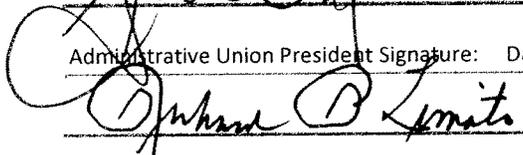
Superintendent Signature: Date:

 5/7/2014

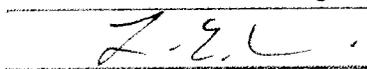
Teachers Union President Signature: Date:

 5-7-2014

Administrative Union President Signature: Date:

 5/7/14

Board of Education President Signature: Date:

 5/7/14