



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

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

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October 18, 2012

Dennis R. Lauro, Jr., Superintendent  
Pelham Union Free School District  
18 Franklin Pl.  
Pelham, NY 10803

Dear Superintendent Lauro:

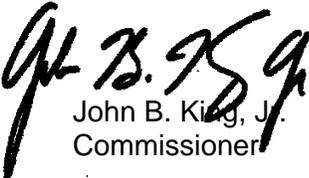
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: James T. Langlois

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

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Wednesday, October 03, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

(No response)

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, June 06, 2012

Updated Wednesday, October 03, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

|   | ELA   | Assessment                            |
|---|---|---------------------------------------|
| K | 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 student performance.

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

Each teacher will develop Student Learning Objectives with pre and post assessments. Each assessment will have an expected

|   |  |
|---|--|
| subcomponent. If needed, you may upload a table or graphic at 2.11, below.  | level of performance consistent with the requirements of the law and approved by the District administration. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted 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). | 85 to 100% of students whose progress meets expectations.  |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).                   | 75 to 84% of students whose progress meets expectations.   |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).              | 60 to 74% of students whose progress meets expectations.   |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).        | 0 to 59% of students whose progress meets expectations.  |

## 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 student performance.

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Each teacher will develop 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted 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).   | 85 to 100% of students whose progress meets expectations.   |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | 75 to 84% of students whose progress meets expectations.  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | 60 to 74% of students whose progress meets expectations.  |

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0 to 59% of students whose progress meets expectations.

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

|   | Science          | Assessment                         |
|---|------------------|------------------------------------|
| 8 | State assessment | 8th Grade State Science Assessment |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Each teacher will develop 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted 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).   | 85 to 100% of students whose progress meets expectations.   |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | 75 to 84% of students whose progress meets expectations.  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | 60 to 74% of students whose progress meets expectations.  |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).  | 0 to 59% of students whose progress meets expectations.   |

## 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 student performance.

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Each teacher will develop 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 85 to 100% of students whose progress meets expectations.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 75 to 84% of students whose progress meets expectations.  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 60 to 74% of students whose progress meets expectations.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 0 to 59% of students whose progress meets expectations.   |

## 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 student performance.

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Each teacher will develop 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
|---|---|

|   |   |
|---|---|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 85 to 100% of students whose progress meets expectations. |
| Effective (9 - 17 points) Results meet District goals for similar students.                   | 75 to 84% of students whose progress meets expectations.  |
| Developing (3 - 8 points) Results are below District goals for similar students.              | 60 to 74% of students whose progress meets expectations.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.        | 0 to 59% of students whose progress meets expectations.   |

## 2.7) High School Science Regents Courses

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

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

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Each teacher will develop 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 85 to 100% of students whose progress meets expectations.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 75 to 84% of students whose progress meets expectations.  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 60 to 74% of students whose progress meets expectations.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 0 to 59% of students whose progress meets expectations.   |

## 2.8) High School Math Regents Courses

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

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

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Each teacher will develop 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 85 to 100% of students whose progress meets expectations.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 75 to 84% of students whose progress meets expectations.  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 60 to 74% of students whose progress meets expectations.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 0 to 59% of students whose progress meets expectations.   |

## 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                               | Regents Comp Eng Assessment             |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 85 to 100% of students whose progress meets expectations.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 75 to 84% of students whose progress meets expectations.  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 60 to 74% of students whose progress meets expectations.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 0 to 59% of students whose progress meets expectations.   |

## 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   |
|--------------------------------|---------------------------------------|--|
| Advanced/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     |
| Algebra IA                     | District, Regional or BOCES-developed | Pelham Developed Algebra Assessment                    |
| Algebra IB                     | District, Regional or BOCES-developed | Pelham Developed Algebra Assessment                    |
| AP Government and Politics     | District, Regional or BOCES-developed | Pelham Developed Assessment in Government and Politics |
| Art 7                          | District, Regional or BOCES-developed | Pelham Developed Assessment Art K-12 for each grade    |
| Art 8                          | District, Regional or BOCES-developed | Pelham Developed Assessment Art K-12 for each grade    |
| Band 6                         | District, Regional or BOCES-developed | Pelham Developed Assessment Music K-12 for each grade  |
| Chorus-HS                      | District, Regional or BOCES-developed | Pelham Developed Assessment Music K-12 for each grade  |
| Chorus 6                       | District, Regional or BOCES-developed | Pelham Developed Assessment Music K-12 for each grade  |
| Computer Applications-8        | District, Regional or BOCES-developed | Pelham Developed Assessment in Computer Applications   |
| Computer Graphic Art           | District, Regional or BOCES-developed | Pelham Developed Assessment Art K-12 for each grade    |
| Computer Applications-6        | District, Regional or BOCES-developed | Pelham Developed Assessment in Computer Applications   |

|                    |                                       |   |
|--------------------|---------------------------------------|---|
| Consumer Math      | District, Regional or BOCES-developed | Pelham Developed Assessment in Consumer Math                |
| Criminal Justice   | District, Regional or BOCES-developed | Pelham Developed Assessment in Criminal Justice             |
| Design and Drawing | District, Regional or BOCES-developed | Pelham Developed Assessment Art K-12 for each grade         |
| Economics          | District, Regional or BOCES-developed | Pelham Developed Assessment in Economics                    |
| Elementary Art     | District, Regional or BOCES-developed | Pelham Developed Assessment Art K-12 for each grade         |
| Elementary Library | District, Regional or BOCES-developed | Pelham Developed Assessment for Library K-12 for each grade |
| Elementary Music   | District, Regional or BOCES-developed | Pelham Developed Assessment Music 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 student performance.

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Each teacher will develop 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 85 to 100% of students whose progress meets expectations.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 75 to 84% of students whose progress meets expectations.  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 60 to 74% of students whose progress meets expectations.  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 0 to 59% of students whose progress meets expectations.   |

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)

[assets/survey-uploads/5364/139611-avH4IQNZMh/NYSED-locally selected Growth Measures-Pelham.xls](#)

## 2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/139611-TXEttx9bQW/HEDI Scoring.docx](#)

## 2.12) Locally Developed Controls

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

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

*Not applicable*

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

### 3. Local Measures (Teachers)

Created Wednesday, June 06, 2012

Updated Wednesday, October 17, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|------------|
| 4 | 4) State-approved 3rd party assessments                 | Acuity     |
| 5 | 4) State-approved 3rd party assessments                 | Acuity     |
| 6 | 4) State-approved 3rd party assessments                 | Acuity     |
| 7 | 4) State-approved 3rd party assessments                 | Acuity     |
| 8 | 4) State-approved 3rd party assessments                 | Acuity     |

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. | Each teacher will administer the indicated 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. 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.  | 85 to 100% percentage of students whose progress meets expectations   |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 74 to 84% percentage of students whose progress meets expectations  |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 60 to 73% percentage of students whose progress meets expectations  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 0 to 59% percentage of students whose progress meets expectations   |

### 3.2) Grades 4-8 Math

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|------------|
| 4 | 4) State-approved 3rd party assessments                 | Acuity     |
| 5 | 4) State-approved 3rd party assessments                 | Acuity     |
| 6 | 4) State-approved 3rd party assessments                 | Acuity     |
| 7 | 4) State-approved 3rd party assessments                 | Acuity     |
| 8 | 4) State-approved 3rd party assessments                 | Acuity     |

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. | Each teacher will administer the indicated 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. 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.  | 85 to 100% percentage of students whose progress meets expectations   |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 74 to 84% percentage of students whose progress meets expectations  |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 60 to 73% percentage of students whose progress meets expectations  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 0 to 59% percentage of students whose progress meets expectations   |

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/139615-rhJdBgDruP/HEDI Scoring-15.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 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment                    |
|---|---|-------------------------------|
| K | 5) District, regional, or BOCES–developed assessments   | SW BOCES Gr. K ELA Assessment |
| 1 | 5) District, regional, or BOCES–developed assessments   | SW BOCES Gr. 1 ELA Assessment |
| 2 | 5) District, regional, or BOCES–developed assessments   | SW BOCES Gr. 2 ELA Assessment |
| 3 | 4) State-approved 3rd party assessments                 | Acuity                        |

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Each teacher will administer the indicated 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 85 to 100% percentage of students whose progress meets expectations   |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 75 to 84% percentage of students whose progress meets expectations  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 60 to 74% percentage of students whose progress meets expectations  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 0 to 59% percentage of students whose progress meets expectations   |

### 3.5) Grades K-3 Math

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment                               |
|---|---|--|
| K | 5) District, regional, or BOCES–developed assessments   | SW BOCES Developed Gr. K Math Assessment |
| 1 | 5) District, regional, or BOCES–developed assessments   | SW BOCES Developed Gr. 1 Math Assessment |
| 2 | 5) District, regional, or BOCES–developed assessments   | SW BOCES Developed Gr.2 Math Assessment  |
| 3 | 4) State-approved 3rd party assessments                 | Acuity                                   |

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. | Each teacher will administer the indicated 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
|---|---|

|   |   |
|---|---|
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 85 to 100% percentage of students whose progress meets expectations |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                   | 75 to 84% percentage of students whose progress meets expectations  |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.            | 60 to 74% percentage of students whose progress meets expectations  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.      | 0 to 59% percentage of students whose progress meets expectations   |

### 3.6) Grades 6-8 Science

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment   |
|---|---|--|
| 6 | 5) District, regional, or BOCES–developed assessments   | SW BOCES Developed Gr. 6 Science Assessment  |
| 7 | 5) District, regional, or BOCES–developed assessments   | SW BOCES Developed Gr. 7 Science Assessment  |
| 8 | 5) District, regional, or BOCES–developed assessments   | Pelham Developed Earth Science Assessment (Assessment Different from that used for State Growth Measure) |

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. | Each teacher will administer the indicated 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 85 to 100% percentage of students whose progress meets expectations   |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 75 to 84% percentage of students whose progress meets expectations  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 60 to 74% percentage of students whose progress meets expectations  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 0 to 59% percentage of students whose progress meets expectations   |

### 3.7) Grades 6-8 Social Studies

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 6 | 5) District, regional, or BOCES–developed assessments   | SW BOCES Developed Gr.6 S.S. Assessment   |
| 7 | 5) District, regional, or BOCES–developed assessments   | SW BOCES Developed Gr. 7 S.S. Assessment  |
| 8 | 5) District, regional, or BOCES–developed assessments   | Pelham Developed Gr. 8 S.S. Assessment (Assessment Different from that used for State Growth Measure) |

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. | Each teacher will administer the indicated 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 85 to 100% percentage of students whose progress meets expectations   |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 75 to 84% percentage of students whose progress meets expectations  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 60 to 74% percentage of students whose progress meets expectations  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 0 to 59% percentage of students whose progress meets expectations   |

### 3.8) High School Social Studies

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

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

|                  | Locally-Selected Measure from List of Approved Measures | Assessment  |
|------------------|---|---|
| Global 1         | 5) District, regional, or BOCES–developed assessments   | Pelham Developed Global 1 Assessment (Assessment Different from that used for State Growth Measure)         |
| Global 2         | 5) District, regional, or BOCES–developed assessments   | Pelham Developed Global 2 Assessment (Assessment Different from that used for State Growth Measure)         |
| American History | 5) District, regional, or BOCES–developed assessments   | Pelham Developed American History Assessment (Assessment Different from that used for State Growth Measure) |

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. | Each teacher will administer the indicated 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 85 to 100% percentage of students whose progress meets expectations   |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 75 to 84% percentage of students whose progress meets expectations  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 60 to 74% percentage of students whose progress meets expectations  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 0 to 59% percentage of students whose progress meets expectations   |

### 3.9) High School Science

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

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

|                    | Locally-Selected Measure from List of Approved Measures | Assessment  |
|--------------------|---|---|
| Living Environment | 5) District, regional, or BOCES–developed assessments   | Pelham Developed Living Environment Assessment (Assessment Different from that used for State Growth Measure) |

|               |   |  |
|---------------|---|--|
| Earth Science | 5) District, regional, or BOCES–developed assessments | Pelham Developed Earth Science Assessment (Assessment Different from that used for State Growth Measure) |
| Chemistry     | 5) District, regional, or BOCES–developed assessments | Pelham Developed Chemistry Assessment (Assessment Different from that used for State Growth Measure)     |
| Physics       | 5) District, regional, or BOCES–developed assessments | Pelham Developed Physics Assessment (Assessment Different from that used for State Growth Measure)       |

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. | Each teacher will administer the indicated 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 85 to 100% percentage of students whose progress meets expectations   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 75 to 84% percentage of students whose progress meets expectations  |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 60 to 74% percentage of students whose progress meets expectations  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 0 to 59% percentage of students whose progress meets expectations   |

### 3.10) High School Math

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

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

|           | Locally-Selected Measure from List of Approved Measures | Assessment   |
|-----------|---|--|
| Algebra 1 | 5) District, regional, or BOCES–developed assessments   | Pelham Developed Algebra 1 Assessment (Assessment Different from that used for State Growth Measure) |
| Geometry  | 5) District, regional, or BOCES–developed assessments   | Pelham Developed Geometry Assessment (Assessment Different from that used for State Growth Measure)  |

|           |   |  |
|-----------|---|--|
| Algebra 2 | 5) District, regional, or BOCES–developed assessments | Pelham Developed Algebra 2 Assessment (Assessment Different from that used for State Growth Measure) |
|-----------|---|--|

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Each teacher will administer the indicated 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 85 to 100% percentage of students whose progress meets expectations   |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 75 to 84% percentage of students whose progress meets expectations  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 60 to 74% percentage of students whose progress meets expectations  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 0 to 59% percentage of students whose progress meets expectations   |

### 3.11) High School English Language Arts

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

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

|              | Locally-Selected Measure from List of Approved Measures | Assessment   |
|--------------|---|--|
| Grade 9 ELA  | 5) District, regional, or BOCES–developed assessments   | Pelham Developed Gr. 9 ELA Assessment (Assessment Different from that used for State Growth Measure)   |
| Grade 10 ELA | 5) District, regional, or BOCES–developed assessments   | Pelham Developed Gr. 10 ELA Assessment (Assessment Different from that used for State Growth Measure)  |
| Grade 11 ELA | 5) District, regional, or BOCES–developed assessments   | Pelham Developed Gr. 11 Eng. Assessment (Assessment Different from that used for State Growth Measure) |



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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Each teacher will administer the indicated 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. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.  | 85 to 100% percentage of students whose progress meets expectations   |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 75 to 84% percentage of students whose progress meets expectations  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 60 to 74% percentage of students whose progress meets expectations  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 0 to 59% percentage of students whose progress meets expectations   |

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/139615-y92vNseFa4/HEDI Scoring-15\_1.docx*

### 3.14) Locally Developed Controls

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

*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.

*The Pelham Public Schools will be using a weighted average of the multiple locally selected measures consistent with the State Education APPR Guidance Document. Those teachers in grades 4 - 8 ELA and Math will be assessed using the State Growth Model.*

### 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 Wednesday, June 06, 2012

Updated Wednesday, October 03, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

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

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

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

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.

|  |   |
|--|---|
| <p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>                      | <p>Teacher performance and results on other assessments exceed the NYS Teaching Standards - 58 - 60 points.</p> <p>The percentage of points earned in each domain are as follows:<br/>Domain 1- 25%<br/>Domain 2- 30%<br/>Domain 3- 30%<br/>Domain 4- 15%</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>                               |
| <p>Effective: Overall performance and results meet NYS Teaching Standards.</p>                               | <p>Teacher performance and results on other assessments meet the NYS Teaching Standards - 57 - 58 points.</p> <p>The percentage of points earned in each domain are as follows:<br/>Domain 1- 25%<br/>Domain 2- 30%<br/>Domain 3- 30%<br/>Domain 4- 15%</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>                                 |
| <p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p> | <p>Teacher performance and results on other assessments are in need of improvement/are below the NYS Teaching Standards - 50 - 56 points.</p> <p>The percentage of points earned in each domain are as follows:<br/>Domain 1- 25%<br/>Domain 2- 30%<br/>Domain 3- 30%<br/>Domain 4- 15%</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> |
| <p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>                      | <p>Teacher performance and results on other assessments do not meet NYS Teaching Standards - 0 - 49 points.</p>   |

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

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

By trained in-school peer teachers or other trained reviewers

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

Independent evaluators

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

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

- In Person

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

Independent evaluators

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Wednesday, June 06, 2012

Updated Wednesday, October 03, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Wednesday, June 06, 2012  
Updated Tuesday, October 16, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

|   |         |
|---|---------|
| 6.1) Assurances -- Improvement Plans<br>  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<br>  Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas | Checked |

### 6.2) Attachment: Teacher Improvement Plan Forms

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

*assets/survey-uploads/5265/139629-Df0w3Xx5v6/PELHAM SCHOOL DISTRICT TIP Form.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*

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

*1. "Eligible Teacher" shall mean a tenured classroom teacher as the "classroom teacher" is defined in the Regulations of the*

Commissioner of Education, but excludes probationary and/or leave replacement teachers whose rights are protected through the due process outlined in the current Pelham Teachers' Association contract.

2. "Days" shall mean calendar days.

Any eligible teacher who receives a final rating of "ineffective" (other than for a second consecutive time, see II below) 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 within 10 days.

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 within 5 days of receipt of the determination from the first appeal. The President of the Pelham Teachers' Association will appoint a teacher with similar level of expertise and a Union representative. A determination will be rendered within 10 days.

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 within 5 days of receipt of the determination from the second appeal. The final determination will occur within 30 days of the commencement of the first appeal.

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.

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

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

The 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.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

---

• Checked

---

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, June 06, 2012  
Updated Wednesday, October 03, 2012

## Page 1

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

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

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

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

|               |
|---------------|
| K - 5         |
| 6 - 8         |
| 9 - 12        |
| (No response) |
| (No response) |
| (No response) |
| (No response) |

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

| School or Program Type | SLO with Assessment Option | Name of the Assessment |
|------------------------|----------------------------|------------------------|
| 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.

|  |     |
|--|-----|
| 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.

*assets/survey-uploads/5365/139618-lha0DogRNw/PelhamPrincipalsMPPRDomainDistributions.doc*

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future,

any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .                       | Checked |
| 7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction. | Checked |
| 7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.   | Checked |
| 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 Wednesday, June 06, 2012

Updated Tuesday, October 16, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures   | Assessment                                       |
|---------------------|---|--|
| K-5                 | (d) measures used by district for teacher evaluation      | SW BOCES Developed ELA & Math Gr.K-2 Assessments |
| K-5                 | (d) measures used by district for teacher evaluation      | Acuity Grades 3-5                                |
| 6 - 8               | (d) measures used by district for teacher evaluation      | Acuity Grades 3-5                                |
| 9-12                | (g) % achieving specific level on Regents or alternatives | All Advanced Placement Tests                     |
|                     |   |  |
|                     |   |  |
|                     |   |  |
|                     |   |  |

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>Working collaboratively with the Pelham Administrators Association the District and the union negotiated these bands to align with the point value as prescribed by the legislation. See below for details. Targets will be set using pre-tests and baseline data for individual students. Principals responsible for schools with grade level configurations of K-5 and 6-8 will determine. Each teacher will administer the indicated pre and post assessment. Each assessment will have an expected level of performance consistent with the requirements of the law and approved by the District administration. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to the Pelham HEDI chart. Principals responsible for</p> |
|--|---|

a schools with a grade level configuration of 9-12 will be measured based upon the percentage of all students taking an Advanced Placement Test who receive a score of 3 or higher. All Advanced Placement Tests will will used to calculate the HEDI score according to the attached chart.

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

For grades 9-12, 85-100% of students achieving a 3 or higher on all Advanced Placement tests.

For grades K-8, 85-100% of students whose individual growth meets expectations according to the attached growth chart.

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

For grades 9-12, 75-84% of students achieving a 3 or higher on all Advanced Placement tests.

For grades K-8, 75-84% of students whose individual growth meets expectations according to the attached growth chart.

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

For grades 9-12, 60-74% of students achieving a 3 or higher on all Advanced Placement tests.

For grades K-8, 60-74% of students whose individual growth meets expectations according to the attached growth chart.

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

For grades 9-12, 0-59% of students achieving a 3 or higher on all Advanced Placement tests.

For grades K-8, 0-59% of students whose individual growth meets expectations according to the attached growth chart.

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

*(No response)*

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

<assets/survey-uploads/5366/139620-qBFVOWF7fC/HEDI Scoring-15.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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.**

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|------------|
| 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.

*assets/survey-uploads/5366/139620-T8MIGWUVm1/HEDI Bands for Local 20.doc*

### 8.3) Locally Developed Controls

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

*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.

*The Pelham Public Schools will be using a weighted average of the multiple locally selected measures consistent with the State Education APPR Guidance Document. Those principals in grades 4 - 8 ELA and Math will be assessed using the State Growth Model.*

### 8.5) Assurances

Please check all of the boxes below:

|   |       |
|---|-------|
| 8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent   | Check |
| 8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws. | Check |
| 8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.                                 | Check |
| 8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.   | Check |

|   |       |
|---|-------|
| 8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.  | Check |
| 8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.   | Check |
| 8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.  | Check |
| 8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing. | Check |
| 8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.  | Check |

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, June 06, 2012

Updated Friday, August 31, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The Pelham School District determined that the Multidimensional Principal Performance Rubric with the attached point distribution is the basis for the HEDI ratings for this subcomponent.*

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

*assets/survey-uploads/5143/139621-pMADJ4gk6R/PelhamPrincipalsMPPRDomainDistributions.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.                      | Percent Proficiency 85 - 100 - percent of students in a building who meet the stated target,   |
| Effective: Overall performance and results meet standards.                               | Percent Proficiency 75 - 84.99 - percent of students in a building who meet the stated target. |
| Developing: Overall performance and results need improvement in order to meet standards. | Percent Proficiency 60 - 74.99 - percent of students in a building who meet the stated target. |
| Ineffective: Overall performance and results do not meet standards.                      | Percent Proficiency 0 - 59.99 - percent of students in a building who meet the stated target.  |

Please provide the locally-negotiated 60 point scoring bands.

|                  |                |
|------------------|----------------|
| Highly Effective | 59 - 60 points |
| Effective        | 57 - 58 points |
| Developing       | 50 - 56 points |
| Ineffective      | 0 - 49 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 Wednesday, June 06, 2012

Updated Wednesday, October 03, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, June 06, 2012

Updated Wednesday, October 17, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/139624-Df0w3Xx5v6/PELHAM SCHOOL DISTRICT. PIP Form\\_1.doc](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *Appeals Process*

*PELHAM SCHOOL DISTRICT*

*APPR-PIP Appeal Procedure/Form*

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

*I. "Days" shall mean calendar 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.

It is noted that the District and the individual member retain all rights under the 3020-a law if the District should initiate a 3020-a proceeding.

## **B. The Appeal Process**

1. 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. The Superintendent will render a decision within 10 days. If the principal doesn’t agree with the decision of the Superintendent, the principal may initiate the second appeal process.

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 the Assistant Superintendent for Pupil Personnel Services. The second appeal shall be submitted within 5 days of receipt of the determination from the first appeal. 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. The Joint Committee must render a decision within 10 days. If the principal doesn’t agree with the decision of the Joint Committee, within 5 days, 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.

3. 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. The principal shall request that the final appeal be initiated within 5 days of receipt of the determination from the second appeal. 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 issued in writing within 10 days of the conclusion of the hearing and 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 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 thirty (30) 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 and Certification of Lead Evaluators and Evaluators

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

*The 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. Training throughout the year of the Multidimensional Principal Performance rubric will continue to ensure inter-rater reliability. All lead evaluators will be periodically re-certified to ensure inter-rater reliability through S.W. BOCES and will be re-certified upon receipt of that training.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Wednesday, June 06, 2012

Updated Wednesday, October 17, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/139625-3Uqgn5g9Iu/APPR-District Certification-Revised-Pelham.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.

**Pelham Union Free School District  
APPR Plan  
Locally Selected Measure of Student Growth**

| <b>course</b>            | <b>Option</b>                         | <b>Growth Assessment</b>                                       |  |
|--------------------------|---------------------------------------|--|--|
| Elementary Phys Ed       | District, Regional or BOCES-Developed | Pelham Developed Assessment for PE K-12 for each grade         |  |
| Elementary Reading       | District, Regional or BOCES-Developed | Pelham Developed Assessment for Reading K-12 for each grade    |  |
| ENGLISH 10               | District, Regional or BOCES-Developed | Pelham Developed English 10 Assessment                         |  |
| English 12               | District, Regional or BOCES-Developed | Pelham Developed Assessment English AP                         |  |
| English 9                | District, Regional or BOCES-Developed | Pelham Developed English 9 Assessment                          |  |
| EUROPEAN HISTORY/AP      | District, Regional or BOCES-Developed | Pelham Developed European History Assessment                   |  |
| FORENSIC SCIENCE (SUNY)  | District, Regional or BOCES-Developed | Pelham Developed Assessment in Forensic Science                |  |
| FOUNDATION READING       | District, Regional or BOCES-Developed | Pelham Developed Assessment for Reading K-12 for each grade    |  |
| FOUNDATIONS ENGLISH      | District, Regional or BOCES-Developed | Pelham Developed Assessment in Foundation of English           |  |
| FRENCH 2                 | District, Regional or BOCES-Developed | Pelham Developed Assessment in French for each grade level     |  |
| FRENCH 3                 | District, Regional or BOCES-Developed | Pelham Developed Assessment in French for each grade level     |  |
| FRENCH 7                 | District, Regional or BOCES-Developed | Pelham Developed Assessment in French for each grade level     |  |
| FRESHMAN WRITING SEMINAR | District, Regional or BOCES-Developed | Pelham Developed Assessment in Writing                         |  |
| GLOBAL 2 LAB             | District, Regional or BOCES-Developed | Pelham Developed Assessment in Global History and Geography II |  |
| GLOBAL HISTORY I/R       | District, Regional or BOCES-Developed | Pelham Developed Assessment in Global History and Geography I  |  |
| Grade 1 ELA              | District, Regional or BOCES-Developed | Pelham Grade 1 ELA Assessment                                  |  |
| Grade 1 Math             | District, Regional or BOCES-Developed | Pelham Grade 1 Math Assessment                                 |  |
| Grade 2 ELA              | District, Regional or BOCES-Developed | Pelham Grades K-2 ELA Assessments                              |  |
| Grade 2 Math             | District, Regional or BOCES-Developed | Pelham Grades K-2 Math Assessments                             |  |
| Grade 3 ELA              | District, Regional or BOCES-Developed | Pelham Grade 3 ELA Assessment                                  |  |
| Grade 3 Math             | District, Regional or BOCES-Developed | Pelham Grade 3 Math Assessment                                 |  |
| GRAMMAR AGAIN            | District, Regional or BOCES-Developed | Pelham Developed Grammar Assessment                            |  |
| HEALTH                   | District, Regional or BOCES-Developed | Pelham Developed Assessment for Health for each grade          |  |
| HEALTH 6                 | District, Regional or BOCES-Developed | Pelham Developed Assessment for Health for each grade          |  |
| HOME/C S 8               | District, Regional or BOCES-Developed | Pelham Developed Assessment in Home and Career Skills          |  |
| INTRO COLLEGE MATH       | District, Regional or BOCES-Developed | Pelham Developed College Math Assessment                       |  |
| INTRO SCI RSRCH (SUNY)   | District, Regional or BOCES-Developed | Pelham Developed Assessment in Science Research for each grade |  |
| ITALIAN 2                | District, Regional or BOCES-Developed | Pelham Developed Assessment in Italian for each grade level    |  |
| ITALIAN 3                | District, Regional or BOCES-Developed | Pelham Developed Assessment in Italian for each grade level    |  |
| ITALIAN 7                | District, Regional or BOCES-Developed | Pelham Developed Assessment in Italian for each grade level    |  |
| ITALIAN 8                | District, Regional or BOCES-Developed | Pelham Developed Assessment in Italian for each grade level    |  |
| Kdg. ELA                 | District, Regional or BOCES-Developed | Pelham Kdg. ELA Assessment                                     |  |
| Kdg. Math                | District, Regional or BOCES-Developed | Pelham Kdg. Math Assessment                                    |  |
| LATIN 2                  | District, Regional or BOCES-Developed | Pelham Developed Assessment in Latin for each grade level      |  |

**Pelham Union Free School District  
APPR Plan  
Locally Selected Measure of Student Growth**

|                             |                                      |  |
|-----------------------------|--------------------------------------|--|
| LATIN 3                     | District, Regional or BOCES-Develope | Pelham Developed Assessment in Latin for each grade level      |
| LATIN 7                     | District, Regional or BOCES-Develope | Pelham Developed Assessment in Latin for each grade level      |
| MUSIC 6                     | District, Regional or BOCES-Develope | Pelham Developed Assesement Music K-12 for each grade          |
| ORCHESTRA-HS                | District, Regional or BOCES-Develope | Pelham Developed Assesement Music K-12 for each grade          |
| PHYS ED                     | District, Regional or BOCES-Develope | Pelham Developed Assessment for PE K-12 for each grade         |
| PHYS ED 11/12 C             | District, Regional or BOCES-Develope | Pelham Developed Assessment for PE K-12 for each grade         |
| PHYS ED 6                   | District, Regional or BOCES-Develope | Pelham Developed Assessment for PE K-12 for each grade         |
| PHYS ED 7                   | District, Regional or BOCES-Develope | Pelham Developed Assessment for PE K-12 for each grade         |
| PHYS ED 8                   | District, Regional or BOCES-Develope | Pelham Developed Assessment for PE K-12 for each grade         |
| PHYS ED 9/10 C              | District, Regional or BOCES-Develope | Pelham Developed Assessment for PE K-12 for each grade         |
| PHYS ED 9/12 L              | District, Regional or BOCES-Develope | Pelham Developed Assessment for PE K-12 for each grade         |
| PHYSICS/AP                  | District, Regional or BOCES-Develope | Pelham Developed Physics Assessment                            |
| POLITIC.SEMINAR             | District, Regional or BOCES-Develope | Pelham Developed Assessment in Politics                        |
| PRE CALC                    | District, Regional or BOCES-Develope | Pelham Developed Pre-Calculus Assessment                       |
| PRE CALC HON                | District, Regional or BOCES-Develope | Pelham Developed Honors Pre-Calculus Assesemnet                |
| Primary Special Class- Math | District, Regional or BOCES-Develope | Pelham K-2 Math Assessment/NYSAA                               |
| Primary Special Class-ELA   | District, Regional or BOCES-Develope | Pelham Grades K-2 ELA Assessments/NYSAA                        |
| PRINCIPLES of ENGINEERING   | District, Regional or BOCES-Develope | Pelham Developed Assessment in Engineering                     |
| PSYCHOLOGY                  | District, Regional or BOCES-Develope | Pelham Developed Assessment in Psychology                      |
| READING 7                   | District, Regional or BOCES-Develope | Pelham Developed Assessment for Reading K-12 for each grade    |
| READING 8                   | District, Regional or BOCES-Develope | Pelham Developed Assessment for Reading K-12 for each grade    |
| READING SKILLS              | District, Regional or BOCES-Develope | Pelham Developed Assessment for Reading K-12 for each grade    |
| REAL LIFE MATH              | District, Regional or BOCES-Develope | Pelham Developed Assessment in Foundational Math               |
| RESOURCE ROOM               | District, Regional or BOCES-Develope | Pelham Developed Assessment for RR K-12 for each grade         |
| SCI INSTR PROB (SUNY)       | District, Regional or BOCES-Develope | Pelham Developed Assessment in Science Research for each grade |
| SCIENCE 6                   | District, Regional or BOCES-Develope | Pelham Developed Grade 6 Science Assessment                    |
| SCIENCE 7                   | District, Regional or BOCES-Develope | Pelham Developed Science 7 Assessment                          |
| SOCIAL 7                    | District, Regional or BOCES-Develope | Pelham Developed SS 7 Assessment                               |
| SOCIAL STUDIES 6            | District, Regional or BOCES-Develope | Pelham Developed Grade 6 SS Assessment                         |
| SOCIAL Studies 8            | District, Regional or BOCES-Develope | Pelham Grade 8 Social Studies Assessment                       |
| SOCIOLOGY                   | District, Regional or BOCES-Develope | Pelham Developed Assessment in Sociology                       |
| SPANISH 1                   | District, Regional or BOCES-Develope | Pelham Developed Assessment in Spanish for each grade level    |
| SPANISH 2                   | District, Regional or BOCES-Develope | Pelham Developed Assessment in Spanish for each grade level    |
| SPANISH 3                   | District, Regional or BOCES-Develope | Pelham Developed Assessment in Spanish for each grade level    |
| SPANISH 4                   | District, Regional or BOCES-Develope | Pelham Developed Assessment in Spanish for each grade level    |

**Pelham Union Free School District  
 APPR Plan  
 Locally Selected Measure of Student Growth**

|                          |                                       |  |
|--------------------------|---------------------------------------|--|
| SPANISH 7                | District, Regional or BOCES-Developed | Pelham Developed Assessment in Spanish for each grade level      |
| Speech Language          | District, Regional or BOCES-Developed | Pelham Assessment of Speech/Language Skills for each grade level |
| STUDIO IN ART: 3-D FOCUS | District, Regional or BOCES-Developed | Pelham Developed Assessment Art K-12 for each grade              |
| STUDIO IN DRAW           | District, Regional or BOCES-Developed | Pelham Developed Assessment Art K-12 for each grade              |
| STUDY SKILLS             | District, Regional or BOCES-Developed | Pelham Developed Assessment in Study Skills                      |
| TECH 7                   | District, Regional or BOCES-Developed | Pelham Developed Technology Assessment                           |
| THE ART of PHOTOGRAPHY   | District, Regional or BOCES-Developed | Pelham Developed Assessment Art K-12 for each grade              |
| TOPICS IN PHYSICS        | District, Regional or BOCES-Developed | Pelham Developed Physics Assessment                              |
| WILSON READING           | District, Regional or BOCES-Developed | Pelham Developed Assessment for Reading K-12 for each grade      |

HEDI Scoring Chart – Pelham Teachers  
For All Standards for Learning Objectives

|                     |   |       |       |                  |    |    |    |           |    |    |    |    |                   |       |       |       |       |                    |       |       |       |
|---------------------|---|-------|-------|------------------|----|----|----|-----------|----|----|----|----|-------------------|-------|-------|-------|-------|--------------------|-------|-------|-------|
| <b>HEDI Scoring</b> | <i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i> |       |       |                  |    |    |    |           |    |    |    |    |                   |       |       |       |       |                    |       |       |       |
|                     | <b>HIGHLY EFFECTIVE</b>   |       |       | <b>EFFECTIVE</b> |    |    |    |           |    |    |    |    | <b>DEVELOPING</b> |       |       |       |       | <b>INEFFECTIVE</b> |       |       |       |
|                     | 20  | 19    | 18    | 17               | 16 | 15 | 14 | <u>13</u> | 12 | 11 | 10 | 9  | 8                 | 7     | 6     | 5     | 4     | 3                  | 2     | 1     | 0     |
|                     | >= 95   | 90-94 | 85-89 | 83-84            | 82 | 81 | 80 | 79        | 78 | 77 | 76 | 75 | 74                | 72-73 | 69-71 | 66-68 | 63-65 | 60-62              | 58-59 | 56-57 | <= 55 |

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%                    |
|   |                        |
| Domain 2 - Classroom Enrichment (30%)                   |                        |
| 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%                    |
|   |                        |
| Domain 3 - Instruction (30%)                            |                        |
| 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%                    |
|   |                        |
| Domain 4 - Teaching (Professional Responsibility) (15%) |                        |
| 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**

|                    |           |
|--------------------|-----------|
| <b>1 - 1.09</b>    | <b>1</b>  |
| <b>1.10 - 1.19</b> | <b>12</b> |
| <b>1.20 - 1.29</b> | <b>25</b> |
| <b>1.30 - 1.39</b> | <b>37</b> |
| <b>1.40 - 1.49</b> | <b>49</b> |

|             |    |
|-------------|----|
| 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>  |

**HEDI Scoring Chart-Pelham Teachers  
FOR ALL LOCALLY SELECTED MEASURES**

|                     |   |       |                  |       |       |    |          |       |                   |       |       |       |       |                    |       |     |
|---------------------|---|-------|------------------|-------|-------|----|----------|-------|-------------------|-------|-------|-------|-------|--------------------|-------|-----|
| <b>HEDI Scoring</b> | <i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i> |       |                  |       |       |    |          |       |                   |       |       |       |       |                    |       |     |
|                     | <b>HIGHLY EFFECTIVE</b>   |       | <b>EFFECTIVE</b> |       |       |    |          |       | <b>DEVELOPING</b> |       |       |       |       | <b>INEFFECTIVE</b> |       |     |
|                     | 15  | 14    | 13               | 12    | 11    | 10 | <u>9</u> | 8     | 7                 | 6     | 5     | 4     | 3     | 2                  | 1     | 0   |
|                     | >95   | 85-94 | 83-84            | 80-82 | 78-79 | 77 | 76       | 74-75 | 72-73             | 69-71 | 66-68 | 63-65 | 60-62 | 58-59              | 56-57 | <56 |

**What Student Progress Meets District Expectations**

| Performance Level | END: 1<br>Below Standard | END: 2<br>Meets Basic Standard | END: 3<br>Meeting Proficiency Standard | END: 4<br>Exceeding Proficiency Standard |
|-------------------|--------------------------|--------------------------------|--|--|
| START: 1          | NO                       | YES                            | YES                                    | YES                                      |
| START: 2          | NO                       | YES                            | YES                                    | YES                                      |
| START: 3          | NO                       | NO                             | YES                                    | YES                                      |
| START: 4          | NO                       | NO                             | YES                                    | YES                                      |

**HEDI Scoring Chart-Pelham Teachers  
FOR ALL LOCALLY SELECTED MEASURES**

|                     |   |       |                  |       |       |    |          |       |                   |       |       |       |       |                    |       |     |
|---------------------|---|-------|------------------|-------|-------|----|----------|-------|-------------------|-------|-------|-------|-------|--------------------|-------|-----|
| <b>HEDI Scoring</b> | <i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i> |       |                  |       |       |    |          |       |                   |       |       |       |       |                    |       |     |
|                     | <b>HIGHLY EFFECTIVE</b>   |       | <b>EFFECTIVE</b> |       |       |    |          |       | <b>DEVELOPING</b> |       |       |       |       | <b>INEFFECTIVE</b> |       |     |
|                     | 15  | 14    | 13               | 12    | 11    | 10 | <u>9</u> | 8     | 7                 | 6     | 5     | 4     | 3     | 2                  | 1     | 0   |
|                     | >95   | 85-94 | 83-84            | 80-82 | 78-79 | 77 | 76       | 74-75 | 72-73             | 69-71 | 66-68 | 63-65 | 60-62 | 58-59              | 56-57 | <56 |

**What Student Progress Meets District Expectations**

| Performance Level | END: 1<br>Below Standard | END: 2<br>Meets Basic Standard | END: 3<br>Meeting Proficiency Standard | END: 4<br>Exceeding Proficiency Standard |
|-------------------|--------------------------|--------------------------------|--|--|
| START: 1          | NO                       | YES                            | YES                                    | YES                                      |
| START: 2          | NO                       | YES                            | YES                                    | YES                                      |
| START: 3          | NO                       | NO                             | YES                                    | YES                                      |
| START: 4          | NO                       | NO                             | YES                                    | YES                                      |

**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  
*RESPONSIBILITY***

4.  **TEACHING *(PROFESSIONAL***

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 SUCCESSFULLY RESOLVED:

\_\_\_\_2. PROGRESS NOTED; CONTINUATION ON TIP (SEE EXPLANATION ON PAGE 3):



EXPLANATORY NOTES OF THE **Teacher**, IF NECESSARY:

|   |              |                               |
|---|--------------|-------------------------------|
| <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%          | (4.5)                         |
| B. Culture  | 25%          | (4.5)                         |
| C. Sustainability   | 25%          | (4.5)                         |
| D. Instructional Program  | 25%          | (4.5)                         |
| <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) | Weigh Subdomain Scores | Total Domain Score | Weigh 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 | <b>1</b>                   | <b>0</b>         |
|  | B. Sustainability             |   | 50%  |   | 0                      |                    |  | D=50-56 | 1.1                        | 12               |
|  |                               |   | 100%   |   |                        | 0                  | 0  | I=0-49  | 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                      |                    |  |         | <b>1.5</b>                 | <b>50</b>        |
|  | 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                      |                    |  |         | <b>2.4</b>                 | <b>57</b>        |
|  |                               |   | 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        |  | <b>3.4</b> | <b>59</b> |
| <b>Domain 6: Political, Social, Economic</b> |  | 10%  |      |  |                         |   |          |  | 3.5        | 60        |
| <b>Legal and Cultural Context</b>            | 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        |
|  |  |      |      |  |                         |   |          |  |            |           |
|  |  |      |      |  |                         |   |          |  |            |           |
|  |  |      |      |  |                         |   |          |  |            |           |
|  | <b>Total</b>                           | 100% |      |  | <b>Evaluation Score</b> |   | <b>0</b> |  |            |           |

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

|  |
|--|
|  |
|  |
|  |

**HEDI Scoring Chart-Pelham Teachers  
FOR ALL LOCALLY SELECTED MEASURES**

|                     |   |       |                  |       |       |    |          |       |                   |       |       |       |       |                    |       |     |
|---------------------|---|-------|------------------|-------|-------|----|----------|-------|-------------------|-------|-------|-------|-------|--------------------|-------|-----|
| <b>HEDI Scoring</b> | <i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i> |       |                  |       |       |    |          |       |                   |       |       |       |       |                    |       |     |
|                     | <b>HIGHLY EFFECTIVE</b>   |       | <b>EFFECTIVE</b> |       |       |    |          |       | <b>DEVELOPING</b> |       |       |       |       | <b>INEFFECTIVE</b> |       |     |
|                     | 15  | 14    | 13               | 12    | 11    | 10 | <u>9</u> | 8     | 7                 | 6     | 5     | 4     | 3     | 2                  | 1     | 0   |
|                     | >95   | 85-94 | 83-84            | 80-82 | 78-79 | 77 | 76       | 74-75 | 72-73             | 69-71 | 66-68 | 63-65 | 60-62 | 58-59              | 56-57 | <56 |

**What Student Progress Meets District Expectations**

| Performance Level | END: 1<br>Below Standard | END: 2<br>Meets Basic Standard | END: 3<br>Meeting Proficiency Standard | END: 4<br>Exceeding Proficiency Standard |
|-------------------|--------------------------|--------------------------------|--|--|
| START: 1          | NO                       | YES                            | YES                                    | YES                                      |
| START: 2          | NO                       | YES                            | YES                                    | YES                                      |
| START: 3          | NO                       | NO                             | YES                                    | YES                                      |
| START: 4          | NO                       | NO                             | YES                                    | YES                                      |

### HEDI Bands for Local 20%

| Rating           | Percent Proficiency | Overall Value |
|------------------|---------------------|---------------|
| Highly Effective | 95 - 100            | 20            |
| Highly Effective | 90 - 94.99          | 19            |
| Highly Effective | 85 - 89.99          | 18            |
| Effective        | 83 - 84.99          | 17            |
| Effective        | 82 - 82.99          | 16            |
| Effective        | 81 - 81.99          | 15            |
| Effective        | 80 - 80.99          | 14            |
| Effective        | 79 - 79.99          | 13            |
| Effective        | 78 - 78.99          | 12            |
| Effective        | 77 - 77.99          | 11            |
| Effective        | 76 - 76.99          | 10            |
| Effective        | 75 - 75.99          | 9             |
| Developing       | 74 - 75.99          | 8             |
| Developing       | 72 - 73.99          | 7             |
| Developing       | 69 - 71.99          | 6             |
| Developing       | 66 - 68.99          | 5             |
| Developing       | 63 - 65.99          | 4             |
| Developing       | 60 - 62.99          | 3             |
| Ineffective      | 30 - 59.99          | 2             |
| Ineffective      | 1 - 29.99           | 1             |
| Ineffective      | 0 - 0.99            | 0             |

**\*Proficient = a grade of 65 or above or the equivalent of 3 out of 4 on a 4-point rubric**

|   |              |                               |
|---|--------------|-------------------------------|
| <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% (4.5)                     |
| B. Culture  |              | 25% (4.5)                     |
| C. Sustainability   |              | 25% (4.5)                     |
| D. Instructional Program  |              | 25% (4.5)                     |
| <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)

**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 on the final examination represents receipt not final agreement.**

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

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

## **PELHAM PRINCIPAL IMPROVEMENT PLAN:**

### **INTRODUCTION**

The Principal Improvement Plan (PIP) is a component of the Annual Professional Performance Review (APPR) requirements of the Regulations of the Commissioner of Education.

In this Plan, "Principal" refers to any "principal" as defined in the Regulations of the Commissioner covered by this legislation. A PIP will be initiated for principals receiving a composite effectiveness rating of "ineffective" or "developing" The purpose of this process is to assist the principal to identify, improve and consistently apply the APPR criteria in her/his work.

Where practicable, a central office administrator with instructional background and/or the principal may mutually agree to implement a PIP prior to the end of the year in the sole interest of assisting principals at risk of receiving a "developing" or "ineffective" rating, as determined by a central office administrator.

The process will be as follows:

1. Central Office Administrator communicates concern(s) to principal or principal communicates area(s) in need of assistance to central office administrator. The principal may be represented at the meeting at their request.
2. Principal and central office administrator meet to develop a plan to address the concern(s).
3. In these cases the PIP must commence no later than January 30<sup>th</sup> and terminate by June 30<sup>th</sup> of the same school year.

### **IMPLEMENTATION OF A PIP**

#### **A. Timing of a PIP**

1. A principal who has received a composite effectiveness rating of "developing" or "ineffective" will be placed on a PIP as soon as practical, but in no case later than ten (10) school days after the opening of classes for the school year.
2. The length of the PIP will generally be for the period of time as stated in the PIP except that for a probationary principal the PIP shall be for at least 60 days, but not greater than one school year. The length of the PIP for a tenured principal shall be no less than five (5) months in duration, as determined by the District. In no event should a PIP go beyond the end of the school year ending on June 30<sup>th</sup>.

#### **B. General Requirements of a PIP**

1. The sole and exclusive purpose of a PIP is the improvement of a principal's practice. The issuance of a PIP is not a disciplinary action.
2. The PIP shall be developed in consultation with the principal. The Association President shall be informed of the District's intent to issue a PIP to a principal if agreed to by the principal. Whenever a principal is placed on a PIP, and with the agreement of the principal, the Association President shall be provided with a copy of the PIP.
3. A PIP shall clearly specify the following:
  - a. The area(s) in need of improvement
  - b. The performance goals, expectations, benchmarks, standards and timeliness the principal must meet in order to achieve an "effective" rating or higher.
  - c. How improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievements.
  - d. The anticipated frequency and duration of the principal's PIP committee meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback shall be given to the principal within 5 business days of each meeting. Principal may request an informal feedback meeting with the central office administrators at any time, at the convenience of the involved parties.
  - e. The appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the principal, including the assignment of a mentor principal.
4. A PIP shall be written on the form provided in this appendix. The District and the Association on an annual basis will review this form.
5. The PIP team shall consist of the principal under review, two central office administrators appointed by the Superintendent of Schools, the one assigned principal's mentor, and the Association's appointed member.
6. After the PIP is in place the PIP Team shall meet according to the schedule set forth in the PIP to assess the effectiveness and appropriateness of the PIP. Any such meeting shall also be for the purpose of assisting the principal to achieve the goals set forth in the PIP. Based upon the outcome of such assessment(s), the PIP may be modified accordingly.

7. Costs of the PIP: All costs associated with the actions required by the District, including but not limited to, tuition, fees, books and travel shall be borne by the District in their entirety.
8. No disciplinary action predicated upon ineffective performance shall be taken by the district until the PIP has been fully implemented and its effectiveness in improving the principal's performance has been evaluated.
9. It is noted that the District and the individual member retain all rights under the 3020-a law if the District should initiate a 3020-a proceeding.

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date: 10/15/12

*Dominic L. Lauer, Jr.*

Teachers Union President Signature: Date: 10-16-12

*Paul J. Gfeller*

Administrative Union President Signature: Date:

*Quiana P. Lomita* 10/17/12

Board of Education President Signature: Date: 10/15/12

*L. E. C.*