



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

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

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

January 15, 2013

Paul Finch, Superintendent
Red Hook Central School District
9 Mill Road
Red Hook, NY 12571

Dear Superintendent Finch:

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: John C. Pennoyer

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, September 13, 2012

Updated Tuesday, January 08, 2013

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 : 131701060000

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

131701060000

1.2) School District Name: RED HOOK CSD

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

RED HOOK CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, September 13, 2012

Updated Monday, January 14, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	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	For Grades K - 2, the Red Hook Central School District will be using conditional growth index (CGI) based on the
---	--

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

NWEA MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in grades K-2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

The percentage of students who show growth will follow the same chart as defined in section 2.11. For Grade 3 ELA, growth targets, defined by administrators and teachers, will be determined using the MAP pre assessment. The percentage of students who show growth will follow the same chart as defined in section 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

To assign teachers to HEDI categories for Grades K – 2 within the category of Highly Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point > <

18 0.9 1.1

19 1.1 1.3

20 1.3

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 18 indicates that the standard deviation value was greater

than or equal to 0.9 but less than 1.1. For Grade 3 ELA, the Highly Effective HEDI category is delineated in attachment 2.11 (86% and above).

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

To assign teachers to HEDI categories for Grades K – 2 within the category of Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Effective: Greater than or equal to .9 standard deviations above average (13).

Effective (9-17 points) Results are well above District expectations for growth or achievement for grade/subject. Within the category of Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point > <

9 -0.9 -0.7

10 -0.7 -0.5

11 -0.5 -0.3

12 -0.3 -0.1

13 -0.1 0.1

14 0.1 0.3

15 0.3 0.5

16 0.5 0.7

17 0.7 0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 9 indicates that the standard deviation value was greater than or equal to -0.9 but less than -0.7.

For Grade 3 ELA, the Effective HEDI category is delineated in attachment 2.11 (71% - 85%).

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

To assign teachers to HEDI categories for Grades K – 2 within the category of Developing, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Developing: Greater than or equal to .9 standard deviations above average (13).

Developing (3-8 points) Results are well above District expectations for growth or achievement for grade/subject. Within the category of Developing, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point > <

3 -2.1 -1.9

4 -1.9 -1.7

5 -1.7 -1.5

6 -1.5 -1.3

7 -1.3 -1.1

8 -1.1 -0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 3 indicates that the standard deviation value was greater than or equal to -2.1 but less than -1.9. For Grade 3 ELA, the Developing HEDI category is delineated in attachment 2.11 (65% - 70%).

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

To assign teachers to HEDI categories for Grades K – 2 within the category of Ineffective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point > <
 0 -2.5
 1 -2.5 -2.3
 2 -2.3 -2.1

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 1 indicates that the standard deviation value was greater than or equal to -2.5 but less than -2.3. For Grade 3 ELA, the Ineffective HEDI category is delineated in attachment 2.11 (64% and below).

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	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.

For Grades K - 2, the Red Hook Central School District will be using conditional growth index (CGI) based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in grades K-2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

The percentage of students who show growth will follow the same chart as defined in section 2.11. For Grade 3 Math, growth targets, defined by administrators and teachers, will be determined from the Fall MAP assessment that is consistent in content and rigor with the NYS Assessment. The percentage of students who show growth will follow the same chart as defined in section 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

To assign teachers to HEDI categories for Grades K – 2 within the category of Highly Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point > <

18 0.9 1.1

19 1.1 1.3

20 1.3

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while

the values in the second standard deviation column indicates LESS THAN. For example, a score of 18 indicates that the standard deviation value was greater than or equal to 0.9 but less than 1.1. For Grade 3 Math, the Highly Effective HEDI category is delineated in attachment 2.11 (86% and above).

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

To assign teachers to HEDI categories for Grades K – 2 within the category of Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Effective: Greater than or equal to .9 standard deviations above average (13).

Effective (9-17 points) Results are well above District expectations for growth or achievement for grade/subject. Within the category of Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point > <

9 -0.9 -0.7

10 -0.7 -0.5

11 -0.5 -0.3

12 -0.3 -0.1

13 -0.1 0.1

14 0.1 0.3

15 0.3 0.5

16 0.5 0.7

17 0.7 0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 9 indicates that the standard deviation value was greater than or equal to -0.9 but less than -0.7.

For Grade 3 Math, the Effective HEDI category is delineated in attachment 2.11 (71% - 85%).

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

To assign teachers to HEDI categories for Grades K – 2 within the category of Developing, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Developing: Greater than or equal to .9 standard deviations above average (13).

Developing (3-8 points) Results are well above District expectations for growth or achievement for grade/subject. Within the category of Developing, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point > <

3 -2.1 -1.9

4 -1.9 -1.7

5 -1.7 -1.5

6 -1.5 -1.3

7 -1.3 -1.1

8 -1.1 -0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 3 indicates that the standard deviation value was greater than or equal to -2.1 but less than -1.9.

For Grade 3 Math, the Developing HEDI category is delineated in attachment 2.11 (65% - 70%).

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

To assign teachers to HEDI categories for Grades K – 2 within the category of Ineffective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point > <

0 -2.5

1 -2.5 -2.3

2 -2.3 -2.1

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 1 indicates that the standard deviation value was greater than or equal to -2.5 but less than -2.3. For Grade 3 Msth, the Ineffective HEDI category is delineated in attachment 2.11 (64% and below).

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	Red Hook Central School District Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Red Hook Central School District Grade 7 Science Assessment
	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For Grade 6 and Grade 7, to assign teachers to HEDI categories, the Red Hook Central School District assigned a point value for the percentage of students who showed growth on their final assessment from their pre-assessment as defined by the performance levels in the charts attached in 2.11. Each teacher met with the administrator to set the growth target. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0 - 20) are attainable.</p> <p>For Grade 8, Performance Levels are defined by the NYS Grade 8 Science Assessment. The baseline will be determined from a district-developed Science Assessment that is consistent in content and rigor with the NYS Assessment. The percentage of students who show growth will follow the same chart as defined in section 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18-20 points.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Within the category of Effective, those teachers who fall within the range of 71%-85% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 9-17 points.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Within the category of Developing, those teachers who fall within the range of 65%-70% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 3-8 points.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Within the category of Ineffective, those teachers who fall within the range of 64% or below who show growth (as defined by the attached chart in section 2.11) will score 0-2 points.</p>

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	Red Hook Central School District Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Red Hook Central School District Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Red Hook Central School District Grade 8 Social Studies 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.	For Grade 6 and Grade 7, to assign teachers to HEDI categories, the Red Hook Central School District assigned a point value for the percentage of students who showed growth on their final assessment from their pre-assessment as defined by the performance levels in the charts attached in 2.11. Each teacher met with the administrator to set the growth target. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0 - 20) are attainable.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18-20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Within the category of Effective, those teachers who fall within the range of 71%-85% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 9-17 points.
Developing (3 - 8 points) Results are below District goals for similar students.	Within the category of Developing, those teachers who fall within the range of 65%-70% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 3-8 points.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Within the category of Ineffective, those teachers who fall within the range of 64% or below who show growth (as defined by the attached chart in section 2.11) will score 0-2 points.

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	Red Hook Central School District developed 9th Grade Global Studies 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For Global 1, Global 2 and American History, to assign teachers to HEDI categories, the Red Hook Central School District assigned a point value for the percentage of students who showed growth on the district developed Global 1, Global 2 and American History assessments. The baseline will be determined from a district-developed subject-specific assessment that is consistent in content and rigor with the Global 1 Assessment or the NYS assessments. Each teacher met with the administrator to set the growth target. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above of students who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0-20) are attainable.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18-20 points.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Within the category of Effective, those teachers who fall within the range of 71%-85% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 9-17 points.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Within the category of Developing, those teachers who fall within the range of 65%-70% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 3-8 points.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Within the category of Ineffective, those teachers who fall within the range of 64% or below who show growth (as defined by the attached chart in section 2.11) will score 0-2 points.</p>

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For Regents Science courses, to assign teachers to HEDI categories, the Red Hook Central School District assigned a point value for the percentage of students who showed growth on the district developed science pre assessments. The baseline will be determined from a district-developed subject-specific assessment that is consistent in content and rigor with the NYS assessments. Each teacher met with the administrator to set the growth target. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above of students who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0-20) are attainable.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18-20 points.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Within the category of Effective, those teachers who fall within the range of 71%-85% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 9-17 points.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Within the category of Developing, those teachers who fall within the range of 65%-70% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 3-8 points.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Within the category of Ineffective, those teachers who fall within the range of 64% or below who show growth (as defined by the attached chart in section 2.11) will score 0-2 points.</p>

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.	For High School Math Regents courses, to assign teachers to HEDI categories, the Red Hook Central School District assigned a point value for the percentage of students who showed growth on the district developed math pre assessments. The baseline will be determined from a district-developed subject-specific assessment that is consistent in content and rigor with the NYS assessments. Each teacher met with the administrator to set the growth target. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above of students who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0-20) are attainable.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18-20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Within the category of Effective, those teachers who fall within the range of 71%-85% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 9-17 points.
Developing (3 - 8 points) Results are below District goals for similar students.	Within the category of Developing, those teachers who fall within the range of 65%-70% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 3-8 points.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Within the category of Ineffective, those teachers who fall within the range of 64% or below who show growth (as defined by the attached chart in section 2.11) will score 0-2 points.

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	Red Hook Central School District Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Red Hook Central School District Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Regents Comprehensive Exam in English

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.	For Grade 9 ELA, Grade 10 ELA and Grade 11 ELA, to assign teachers to HEDI categories, the Red Hook Central School District assigned a point value for the percentage of students who showed growth on the district developed ELA pre assessments. The baseline will be determined from a district-developed subject-specific assessment that is consistent in content and rigor with the NYS assessments. Each teacher met with the administrator to set the growth target. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above of students who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0-20) are attainable.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18-20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Within the category of Effective, those teachers who fall within the range of 71%-85% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 9-17 points.
Developing (3 - 8 points) Results are below District goals for similar students.	Within the category of Developing, those teachers who fall within the range of 65%-70% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 3-8 points.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Within the category of Ineffective, those teachers who fall within the range of 64% or below who show growth (as defined by the attached chart in section 2.11) will score 0-2 points.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art K-5	District, Regional or BOCES-developed	Dutchess BOCES developed grade specific Art Assessment
Art 6-8	District, Regional or BOCES-developed	Dutchess BOCES developed grade specific Art Assessment
Art 9-12	District, Regional or BOCES-developed	Dutchess BOCES developed grade specific Art Assessment
Music K-5	District, Regional or BOCES-developed	Dutchess BOCES developed grade specific Music Assessment
Music 6-8	District, Regional or BOCES-developed	Dutchess BOCES developed grade specific Music Assessment
Music 9-12	District, Regional or BOCES-developed	Dutchess BOCES developed grade specific Music Assessment
Physical Education K-5	District, Regional or BOCES-developed	Dutchess BOCES developed grade specific PE Assessment

Physical Education 6-8	District, Regional or BOCES-developed	Dutchess BOCES developed grade specific PE Assessment
Physical Education 9-12	District, Regional or BOCES-developed	Dutchess BOCES developed grade specific PE Assessment
World Languages Grade 7	District, Regional or BOCES-developed	Red Hook Central School District developed grade and subject specific Assessment
World Languages Grade 8	District, Regional or BOCES-developed	Dutchess BOCES developed grade and subject specific Assessment
World Languages Level 1	District, Regional or BOCES-developed	Dutchess BOCES developed grade and subject specific Assessment
World Languages Level 2	District, Regional or BOCES-developed	Red Hook Central School District developed grade and subject specific Assessment
World Languages Level 3	District, Regional or BOCES-developed	Dutchess BOCES developed grade and subject specific Assessment
World Languages Level 4	District, Regional or BOCES-developed	Red Hook Central School District developed grade and subject specific Assessment
All courses not named above	District, Regional or BOCES-developed	Red Hook Central School District developed grade and subject specific Assessment
K-12 ESL teachers	State Assessment	NYSESLAT

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.	To assign teachers to HEDI categories, the Red Hook Central School District assigned a point value for the percentage of students who showed growth on their final assessment fro, their pre-assessment as defined by the attached chart in section 2.11. Each teacher met with the administrator to set the growth target. The baseline will be determined from a district-developed subject-specific assessment that is consistent in content and rigor with the NYS assessments. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above of students who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0-20) are attainable.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18-20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Within the category of Effective, those teachers who fall within the range of 71%-85% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 9-17 points.
Developing (3 - 8 points) Results are below District goals for similar students.	Within the category of Developing, those teachers who fall within the range of 65%-70% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 3-8 points.

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

Within the category of Ineffective, those teachers who fall within the range of 64% or below who show growth (as defined by the attached chart in section 2.11) will score 0-2 points.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/176448-TXEttx9bQW/2.11 HEDI 20 % local new.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.

No controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
---	---------

2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
---	---------

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

3. Local Measures (Teachers)

Created Thursday, September 13, 2012

Updated Monday, January 14, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
5	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Red Hook Central School District will be using a building wide measure based on the NWEA MAP Conditional Growth Index (CGI) Assessment. NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>To assign teachers to HEDI categories on a 0-15 scale for Grades 4-8 in ELA within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 14 0.9 1.2 15 1.2</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>To assign teachers to HEDI categories on a 0-15 scale for Grades 4-8 in ELA within the category of Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 8 -0.9 -.06 9-.06 -.03 10 -.03 0.0 11 0.0 0.3 12 0.3 0.6 13 0.6 0.9</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>To assign teachers to HEDI categories on a 0-15 scale for Grades 4-8 in ELA within the category of Developing, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 3- 2.4 -2.1 4 -2.1 -1.8 5 -1.8-1.5 6 -1.5 -1.2 7 -1.2 -.09</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>To assign teachers to HEDI categories on a 0-15 scale for Grades 4-8 in ELA within the category of Ineffective, those teachers who fall at greater than or equal to .9 standard</p>

deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 0 -3.0
 1 -3.0 -2.7
 2 -2.7-2.4

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
5	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.	Red Hook Central School District will be using a building wide measure based on the NWEA MAP Conditional Growth Index (CGI) Assessment. NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To assign teachers to HEDI categories on a 0-15 scale for Grades 4-8 in ELA within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 14 0.9 1.2 15 1.2 points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To assign teachers to HEDI categories on a 0-15 scale for Grades 4-8 in ELA within the category of Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point

breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
8 -0.9 -.06
9-.06 -.03
10 -.03 0.0
11 0.0 0.3
12 0.3 0.6
13 0.6 0.9

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

To assign teachers to HEDI categories on a 0-15 scale for Grades 4-8 in ELA within the category of Developing, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
3- 2.4 -2.1
4 -2.1 -1.8
5 -1.8-1.5
6 -1.5 -1.2
7 -1.2 -.09
points.

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

To assign teachers to HEDI categories on a 0-15 scale for Grades 4-8 in ELA within the category of Ineffective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
0 -3.0
1 -3.0 -2.7
2 -2.7-2.4
points.

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)

2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
3	6(ii) School-wide measure computed locally	Measures of Academic Progress (ELA)

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Red Hook Central School District will be using a building wide measure based on the NWEA MAP Conditional Growth Index (CGI) Assessment. NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 18 0.9 1.1 19 1.1 1.3 20 1.3</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average, and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1 14 0.1 0.3 15 0.3 0.5 16 0.5 0.7 17 0.7 0.9</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average, and greater than or equal to -2.1 .9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 3 -2.1 -1.9 4 -1.9 -1.7 5 -1.7 -1.5</p>

6 -1.5 -1.3
 7 -1.3 -1.1
 8 -1.1 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 0 -2.5
 1 -2.5 2.3
 2 -2.3 -2.1

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
3	6(ii) School-wide measure computed locally	Measures of Academic Progress (ELA)

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.

Red Hook Central School District will be using a building wide measure based on the NWEA MAP Conditional Growth Index (CGI) Assessment.
 NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN.

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 18 0.9 1.1
 19 1.1 1.3
 20 1.3

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average, and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1 14 0.1 0.3 15 0.3 0.5 16 0.5 0.7 17 0.7 0.9</p>
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average, and greater than or equal to -2.1 .9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>3 -2.1 -1.9 4 -1.9 -1.7 5 -1.7 -1.5 6 -1.5 -1.3 7 -1.3 -1.1 8 -1.1 -0.9</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:</p> <p>0 -2.5 1 -2.5 2.3 2 -2.3 -2.1</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Red Hook Central School District will be using a building wide measure based on the NWEA MAP Conditional Growth Index (CGI) Assessment. NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 18 0.9 1.1 19 1.1 1.3 20 1.3</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average, and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1 14 0.1 0.3 15 0.3 0.5 16 0.5 0.7 17 0.7 0.9</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average, and greater than or equal to -2.1 .9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 3 -2.1 -1.9 4 -1.9 -1.7 5 -1.7 -1.5 6 -1.5 -1.3 7 -1.3 -1.1 8 -1.1 -0.9</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 0 -2.5 1 -2.5 2.3 2 -2.3 -2.1</p>

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.	Red Hook Central School District will be using a building wide measure based on the NWEA MAP Conditional Growth Index (CGI) Assessment. NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 18 0.9 1.1 19 1.1 1.3 20 1.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average, and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1 14 0.1 0.3 15 0.3 0.5 16 0.5 0.7 17 0.7 0.9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average, and greater than or equal to -2.1 .9 standard deviations below average, we further divide the distribution to determine

specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 3 -2.1 -1.9
 4 -1.9 -1.7
 5 -1.7 -1.5
 6 -1.5 -1.3
 7 -1.3 -1.1
 8 -1.1 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 0 -2.5
 1 -2.5 2.3
 2 -2.3 -2.1

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Global 2	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
American History	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.

Red Hook Central School District will be using a building wide measure based on the NWEA MAP Conditional Growth Index (CGI) Assessment.
 NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN.

<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 18 0.9 1.1 19 1.1 1.3 20 1.3</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, those teachers who fall at less than .9 standard deviations above average, and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 9 -0.9 -0.7 10 -0.7 -0.5 11 -0.5 -0.3 12 -0.3 -0.1 13 -0.1 0.1 14 0.1 0.3 15 0.3 0.5 16 0.5 0.7 17 0.7 0.9</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average, and greater than or equal to -2.1 .9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 3 -2.1 -1.9 4 -1.9 -1.7 5 -1.7 -1.5 6 -1.5 -1.3 7 -1.3 -1.1 8 -1.1 -0.9</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 0 -2.5 1 -2.5 2.3 2 -2.3 -2.1</p>

3.9) High School Science

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

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

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

Living Environment	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Earth Science	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Chemistry	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Physics	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.	Red Hook Central School District will be using a building wide measure based on the NWEA MAP Conditional Growth Index (CGI) Assessment. NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 18 0.9 1.1 19 1.1 1.3 20 1.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average, and greater than or equal to -2.1 .9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 3 -2.1 -1.9 4 -1.9 -1.7 5 -1.7 -1.5 6 -1.5 -1.3 7 -1.3 -1.1 8 -1.1 -0.9
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average, and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

9 -0.9 -0.7
 10 -0.7 -0.5
 11 -0.5 -0.3
 12 -0.3 -0.1
 13 -0.1 0.1
 14 0.1 0.3
 15 0.3 0.5
 16 0.5 0.7
 17 0.7 0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 0 -2.5
 1 -2.5 2.3
 2 -2.3 -2.1

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Geometry	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Algebra 2	6(i) School-wide measure based on State-provided measure	Measures of Academic Progress (ELA)

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.

Red Hook Central School District will be using a building wide measure based on the NWEA MAP Conditional Growth Index (CGI) Assessment.
 NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN.

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to

determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 18 0.9 1.1
 19 1.1 1.3
 20 1.3

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average, and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 9 -0.9 -0.7
 10 -0.7 -0.5
 11 -0.5 -0.3
 12 -0.3 -0.1
 13 -0.1 0.1
 14 0.1 0.3
 15 0.3 0.5
 16 0.5 0.7
 17 0.7 0.9

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average, and greater than or equal to -2.1 .9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 3 -2.1 -1.9
 4 -1.9 -1.7
 5 -1.7 -1.5
 6 -1.5 -1.3
 7 -1.3 -1.1
 8 -1.1 -0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:
 0 -2.5
 1 -2.5 2.3
 2 -2.3 -2.1

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Grade 10 ELA	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

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

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

Red Hook Central School District will be using a building wide measure based on the NWEA MAP Conditional Growth Index (CGI) Assessment.
NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN.

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

18 0.9 1.1
19 1.1 1.3
20 1.3

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average, and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average, and greater than or equal to -2.1 .9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average, and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

9	-0.9	-0.7
10	-0.7	-0.5
11	-0.5	-0.3
12	-0.3	-0.1
13	-0.1	0.1
14	0.1	0.3
15	0.3	0.5
16	0.5	0.7
17	0.7	0.9

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average, and greater than or equal to -2.1 .9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

3	-2.1	-1.9
4	-1.9	-1.7
5	-1.7	-1.5
6	-1.5	-1.3
7	-1.3	-1.1
8	-1.1	-0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

0	-2.5	
1	-2.5	2.3
2	-2.3	-2.1

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.

(No response)

3.14) Locally Developed Controls

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

controls or adjustments.

None.

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.

We only have one locally-selected measure for all teachers. The Reading sub score (RIT) of the NWEA is used to develop a growth score for each teacher in each building. Students will take the NWEA in the Fall of 2012 and the Spring of 2013. The total score is reported as an RIT score. The average RIT of all students in the building is converted to the 15 pt. or 20 pt. HEDI. Every teacher will receive a score based on the RIT score growth of the individual buildings.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, September 13, 2012

Updated Tuesday, January 15, 2013

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

Not Applicable

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]	31
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	29

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 Red Hook Central School District has worked collaboratively with members of the Administrators' and Teachers Unions throughout the 2011-2012 and 2012-2013 school years to develop an Annual Professional Performance Review plan that ensures continuous professional growth using the Charlotte Danielson's Framework for Teaching (2007). The following recommendations were made for Teachers:

- *The rubric will be used its' entirety – all 22 elements will be part of a teacher's evaluation.*
- *All administrators charged with teacher observation, - both formal and informal will be trained in the use of evidence-based observations using the Danielson Framework for Teaching (2007). In addition to training sessions for administrators at Dutchess BOCES, all administrators also received an additional 11 hours of training from a PNWBOCWS consultant.*
- *31 of the 60 points will be awarded through observation with a focus on Domains 1-3 of the Danielson Framework for teaching*

(2007).

- 29 of the 60 points will be awarded through a structured review of teacher artifacts in Domains 1 and 4 of the Danielson Framework for Teaching (2007).
- Domain 1 artifacts are in the area of Planning and Preparation and may include but not be limited to; lesson plans, parent communications and setting instructional outcomes. 14 artifacts will be required and each artifact will be worth 1 point. (Form A)
- Domain 4 will be worth 14 points inclusive of 5 points awarded for teacher reflection. (Form F) A rubric will be used to award points.
- The remaining 10 points in Domain 4 will be awarded on projects and/or artifacts that focus on growing and developing professionally. (Form G (s)) and Holistic Scoring Chart (Form H)
- The 29 points will be reviewed by each building administrator. The artifacts collected will meet district goals and therefore are tied to improving learning for the students they serve.

Tenured Teachers:

- One formal observation, by a trained district administrator, will be conducted which includes both a pre and post conference and a lesson plan submitted on a district format. (Form B for Pre observation Guiding Questions, Form C Lesson Plan Format, Form D Post observation Conference questions).
- There will also be a minimum of one informal observation (unannounced) by a trained district administrator. (Form E)

Probationary Teachers:

- There will be three formal observations (announced) by a trained district administrator and a minimum of one informal observation (unannounced). (Form E)
- These observations will occur throughout the year. The assignment of points and determination of HEDI ratings will then be based on Form K Holistic Scoring Chart Domains 2 and 3)

A holistic Scoring Chart will be used.

Once the score is combined with SState and local growth measures, the total will be rounded to whole number between 0 and 100. Normal rounding rules apply.

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

[assets/survey-uploads/5091/176471-eka9yMJ855/Post Conference Form_3.zip](#)

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

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

Within Danielson's Framework for Teaching 2007, there are 22 components clustered into 4 Domains – Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities, Practice in the Highly Effective category rests upon the establishment of Effective Practice. Teachers whose overall performance falls in the Highly Effective category are exemplary teachers who receive a combination of ratings – mostly in the effective range and several in the highly effective range. They are highly reflective practitioners whose work focuses on student ownership of learning and whose contribution to their professional learning community is invaluable. Teachers rating a Highly Effective have a score of 59-60.

Effective: Overall performance and results meet NYS Teaching Standards.

Teachers whose overall performance falls in the Effective Category are strong teachers who have mastered their craft. Their classrooms are true learning environments where focus on student achievement is the norm. Most of their ratings within the Danielson Framework for Teaching (2007) components are in the effective category. They may have some example of highly effective practice and an occasional area that is still developing. Teachers rating

an Effective have achieved a score between 57-58

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

Teachers falling within this category are receiving developing ratings on most of the Danielson Framework components. Generally, they are working towards improving their practice in several areas. Teachers rating a Developing have a achieved a score of 50-56.

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

Teachers falling within this category are not meeting NYS teaching standards and have demonstrated unsatisfactory practices – resulting in ineffective instruction for students – in many areas. Teachers rating an Ineffective have a score of 0-49

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	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, October 03, 2012

Updated Thursday, January 10, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, September 13, 2012

Updated Tuesday, January 08, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/176476-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN 2012-2013.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:

Part VIII: Appeals

In the event that a teacher wishes to challenge his/her performance review and/or improvement plan (TIP) under the new APPR system, the District has developed an appeals procedure. This appeals procedure does not diminish authority of the school board to terminate probationary teachers during their probationary term for reasons other than performance. While the APPR shall be a "significant factor" in tenure and other employment decision, nothing herein requires an appeal to be exhausted before a tenure

determination can be made. In addition, the appeal procedures shall not cause a teacher to acquire tenure by estoppel (failure to follow established procedures) when an evaluation appeal is pending. Notwithstanding the above, the parties agree that as to the appeals procedure referred to in Education Law Section 3012-c, the following constitute compliance with the statute and shall be incorporated into the parties' collective bargaining agreements.

Teacher APPR Appeals Process Revised

A. A tenured teacher who receives a rating of "ineffective" or "developing" on the composite score on the APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the evaluator, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SBL Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. The matters include:

- The substance of the rating on the APPR
- Adherence to the standards and methodologies required for such review
- Adherence to the Commissioner's regulations
- Adherence to the negotiated procedures
- The issuance and/or implementation of the terms of an improvement plan in connection with an "Ineffective" or "Developing" rating

C. An appeal of an evaluation must be commenced within five (5) calendar days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. Within (5) calendar days of the District's receipt of the appeal, the administrator who issued the annual performance evaluation of the teacher must submit a detailed written response to the appeal. The response should contain the reasons for the teacher's rating and any documents or materials that support the administrator's annual performance evaluation of the teacher or Teacher Improvement Plan. Only information submitted with the administrator's response will be considered. The evaluator shall respond to the appeal with a written answer that either grants the appeal and directs further administrative action or denies the appeal.

E. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools. That appeal must be received by the Superintendent within 5 calendar days of receiving the detailed written response from the evaluator on the first appeal. Failure to appeal within this timeframe shall be considered a waiver of the right to appeal. The Superintendent must convene an Advisory Appeal Committee within 5 days of the receipt of the appeal. (See Description of Advisory Appeals Committee below)

Advisory Appeals Committee

1. The first part of the appeal to the Superintendent shall consist of a review of the appeal by an Appeals Committee that shall be composed of the following membership:

- 1 current RHFA representative (other than the teacher involved),
- 1 RHAA representative (other than the evaluating principal) appointed by the Superintendent of Schools.
- 1 retired RHFA representative if available. The RHFA will attempt to maintain a list of retirees willing to serve on the Appeals Advisory committee. The teacher will have the opportunity to choose from one of the RHFA retirees on the list. If an RHFA retiree is not available, a second current RHFA representative may be substituted.

2. Upon the selection of a committee, teachers who have not previously been trained in the appeals process by the District shall meet with the Superintendent or his designee to be provided with such training.

3. The Appeals Committee shall conduct its proceedings confidentially and make a written recommendation to the Superintendent of Schools within ten (10) calendar days of receipt of the appeal. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation shall issue his or her decision within ten (10) calendar days of receipt of the Appeals Committee's recommendation. The Superintendent's decision shall address the reasons and factual basis for the determinations found regarding the issues raised in the appeal in a timely and expeditious manner. A copy of the decision shall be provided to the teacher, the evaluator and anyone responsible for implementing an improvement plan in a timely and expeditious manner. If the appeal is sustained, the Superintendent may set aside the original rating, modify the rating or order a new evaluation.

4. If a teacher is appealing an "ineffective" or "developing" for the second consecutive year, and if the recommendations made by the Appeals Committee are contrary to the decision of the Superintendent in relation to moving forward with a 3020A Hearing, all recommendations from both Appeals Committees will go forward as part of the record for the 3020A Hearing.

Waiver

Any issues not raised in the appeal shall be deemed waived. Failure to file such appeal timely shall be deemed a waiver of the right to appeal. The decision of the Superintendent shall be final and binding upon all parties in all regards and shall not be subject to review

in arbitration, before any administrative agency or in any court of law.

Exclusive Remedy

This appeals procedure shall constitute the exclusive means for reviewing and resolving any challenge to a teacher's annual performance evaluation.

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.

Each administrator in the district, including the Superintendent, has been certified to be a Lead Evaluator. Each administrator received two-day training on the Danielson Model, NYS Teaching Standards and evidence –based assessments provided by a Danielson consultant. All evaluators also completed the Lead Evaluator Trainings #1-7 offered by the Dutchess BOCES RTTT network team. Trainings included growth and value=added assessments, evidence based observations, assessing special needs populations and ELL students.

Inter-rater reliability will be assessed through multiple measures:

- The Superintendent and/or the Assistant Superintendent reads 100% of the evaluations for clarity and consistency*
- At monthly cabinet meetings, evaluations are discussed to discuss evidence collection and expectations.*
- To re-certify each evaluator we will include inter-rater reliability sessions, once per quarter, at monthly cabinet meetings to observe Danielson videos and practice evidence collection.*
- Additional training and data analysis sessions will be planned as needed or as they become available through the network teams.*

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 Thursday, October 18, 2012

Updated Thursday, January 10, 2013

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):

3-5
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
K-2	State-approved 3rd party assessment	Measures of Academic Progress (Primary)

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.

To assign the principal to a HEDI category, an average of all student scores within the building will be included. The final score will be a building average of the Reading and Math scores.

Red Hook Central School District will be using conditional growth index (CGI) based on the NWEA MAP for Primary Grades Assessment in Reading and Math to calculate principal-level effectiveness ratings for the comparable growth measures in ELA and Math in grades K-2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms. To construct an evaluative rating, CGI scores for all students linked to a particular principal will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that principals often serve very different student populations. Major modeling and score translation

decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).

To assign principals to HEDI categories for Grades K – 2 within the category of Highly Effective, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

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

Within the category of Highly Effective, those principals who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Points	>	<
18	0.9	1.1
19	1.1	1.3
20	1.3	

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 18 indicates that the standard deviation value was greater than or equal to 0.9 but less than 1.1

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

To assign principals to HEDI categories for Grades K – 2 within the category of Effective, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:

Effective (9- 17 points) Results meet District-adopted expectations for growth or achievement for grade/subject. Within the category of Effective, those principals who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Points	>	<
9	-0.9	-0.7
10	-0.7	-0.5
11	-0.5	-0.3
12	-0.3	-0.1
13	-0.1	0.1
14	0.1	0.3
15	0.3	0.5
16	0.5	0.7
17	0.7	0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation

column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 9 indicates that the standard deviation value was greater than or equal to -0.9 but less than -0.7.

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

To assign principals to HEDI categories for Grades K – 2 within the category of Developing, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject
Within the category of Developing, those principals who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Points > <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 3 indicates that the standard deviation value was greater than or equal to -2.1 but less than -1.9.

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

To assign principals to HEDI categories for Grades K – 2 within the category of Ineffective, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:
Ineffective (0 - 2 points) Results are well below District-adopted expectations for growth or achievement for grade/subject
Within the category of Ineffective, those principals who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Points > <
0 -2.5
1 -2.5 -2.3
2 -2.3 -2.1

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 1 indicates

that the standard deviation value was greater than or equal to -2.5 but less than -2.3.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
--	---------

7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
---	---------

8. Local Measures (Principals)

Created Monday, November 05, 2012

Updated Monday, January 14, 2013

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
3-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA and Math)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)

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>With the goal of building literacy in the district, the assignment of HEDI Categories for each principal will be based on the percentage of students in the building who showed a positive growth in RIT scores on the Readings Component of the NWEA MAP Assessment between the Fall and Spring Assessment Periods. Grades 3 - 12 with use the standard NWEA MAP Assessment. Annual performance targets for student achievement will be set using prior student performance results, within State and local benchmark priorities. Each range of performance targets is associated with a possible score ranging from 0-15 points. These achievement targets will be set by the principal and the Superintendent.</p>
--	--

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the Highly Effective range if 90-100% of students meet the performance target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the Effective range if 77%-89% of students meet the performance target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the Developing range if 65%-76% of students meet the performance target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the Ineffective range if 0-64% of students meet the performance target.

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/5366/218539-qBFVOWF7fC/15% HEDI \(100\) newest.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
K-2	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades)

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.	The K-2 Building has the same goals as the district which is to increase student literacy. The assignment of HEDI Categories for the K-2 principal will be based on the percentage of students in the K-2 building who showed a positive growth in RIT scores on the Readings Component of the NWEA MAP Assessment between the Fall and Spring Assessment Periods. Grades K-2 will use the standard NWEA MAP Primary Assessment annual performance targets for student achievement will be set using prior student
---	--

performance results, within State and local benchmark priorities. Each range of performance targets is associated with a possible score ranging from 0-20 points. These achievement targets will be set by the K-2 principal and the Superintendent.

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

A principal will receive a score in the Highly Effective range if 86%-100% of students meet the performance target.

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

A principal will receive a score in the Effective range if 71%-85% of students meet the performance target.

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

A principal will receive a score in the Developing range 65%-70% of students meet the performance target.

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

A principal will receive a score in the Ineffective range if 0-64% of students meet the performance target.

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/5366/218539-T8MIGWUVm1/HEDI 20 % local newest.docx

8.3) Locally Developed Controls

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

NONE

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.

We do not have any principals with multiple locally selected measures.

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 Monday, November 05, 2012

Updated Tuesday, January 15, 2013

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]	50
---	----

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.	10
--	----

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(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.

As per the legislation, 60% of the evaluation of Leadership and Management must be based on sources other than assessment results. A broad assessment of leadership and management skills will be based on the following three (3) sources:

o 10 points - Goal setting (Form B)

o 25/10 points - Self-reflection for tenured/non tenured administrators (Form A and A-1)

o 25/40 points - Superintendent Evaluation tenured/non tenured (Form F and F-1)

SCORING RUBRIC FOR each domain is listed on each form giving points for the ineffective, developing, effective and highly effective levels.

B. A minimum of two (2) direct supervisory visit shall be conducted by the Superintendent. One observation will be announced and one is unannounced. These observations shall assess the domains of the MPPR rating system which is based on ISLLC Standards. The visits will be the basis for the assignment of points and remarks within the context of the rubric. Supervisory visits can include but not be limited to observing a meeting facilitation, pre or post observation, faculty meeting, professional development, BOE presentations, BOE budget presentations, etc. Both visitations will be announced.

C. The leadership framework to be used as the summative evaluation tool for all district administrators is the Multidimensional Principal Performance Rubric (MPPR). Each year the Superintendent will complete a Mid-year Performance Evaluation Progress Report (Form E) and share this evaluation with the administrator no later than January 15th. This progress report does not contribute any points to the end of the year evaluation and serves solely as an information document. (not to be placed in employee file).

D. At the end of the school year, not later than June 30, subcomponent scores for the locally selected measure will be given to the principal and included in the composite score. (Form C) After receiving the scoring from NYS 20% and the administrator self-reflection, goal setting amount and the Superintendent's evaluation, a principal's final determination of ranking will be determined. If the score places the principal in the developing or ineffective category, an improvement plan will be initiated. These scores will be added to the self-reflection, the Superintendent evaluation and the goal setting forms to determine the principal's overall rating.

Through the collective bargaining process each of the six domains of the MPPR have a maximum point value that when combined total 50 points with an additional 10 points assigned for the goal setting portion. Through the evaluation process the evaluator will assign points based on observations, evidence of supporting artifacts, and collaborative review for each of the domains and elements in the MPPR resulting in a score ranging from 0-60 points. The evaluation process will include timely and constructive feedback during the school year. The district will adhere to all timelines set by NYS Education Law and Regents Rules. The score is combined with the State and local growth measures, the total will be rounded to a whole number between 0 and 100. However, rounding will not cause a move from one level to another.

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/5143/218981-pMADJ4gk6R/Form9.7 Principals Forms revised_1.docx

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

<p>Highly Effective: Overall performance and results exceed standards.</p>	<p>Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the highly effective column in building and sustaining a culture of high student performance and success. This includes, but is not limited to supportive teacher leaders, student centered learning, involvement of diverse stakeholders, and productive use of data to inform decision making. Principals whose performance is in the highly effective range exceed ISLLC Leadership standards consistently in all domains. Highly effective shall receive a total point value for all six domain/subdomains 59-60 points.</p>
<p>Effective: Overall performance and results meet standards.</p>	<p>Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the effective column in building and sustaining a culture of high student performance and success. Performance demonstrates a collaborative approach, the use of data to assess achievement, and the advocacy for students and staff. Principals whose performance falls in the effective range meet ISLLC Standards in all domains. Effective shall receive a total point value for all six domains/subdomains 57-58 points</p>
<p>Developing: Overall performance and results need improvement in order to meet standards.</p>	<p>Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the developing column in building and sustaining a culture of high student performance. Performance is inconsistent across domains with a fragmented approach and narrow focus. Consequently a number of areas for further development can be identified. Developing shall receive a total point value for all six domains/subdomains 50-56 points</p>
<p>Ineffective: Overall performance and results do not meet standards.</p>	<p>Utilizing the MPPR Leadership Evaluation Rubric, the majority of the principals' behaviors and evidence fall into the ineffective column in building and sustaining a culture of high student performance and success with significant areas of improvement identified. Performance is limited and reactionary. Ineffective shall receive a total point value for all six domains/subdomains 0-49 points</p>

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, November 05, 2012

Updated Thursday, January 10, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, September 13, 2012

Updated Tuesday, January 08, 2013

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/5276/176532-Df0w3Xx5v6/PIP form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Administrator Appeals Process: A principal may challenge the determination of their APPR within 15 days of receipt pursuant to Section 3012-c of the Education Law and will be handled in a timely and expeditious manner.

A. A tenured principal who receives overall rating of "ineffective" or "developing" on his or her APPR shall be entitled to appeal the annual APPR rating. A tenured principal who receives a rating of "developing" on the 60-point rubric and is rated "developing" on the overall 100-point APPR rating may also make an appeal. The appeal must be made by a paper submission to the Central Office

administrative designee or the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification.

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

C. An appeal of an evaluation or a PIP must be commenced within ten days of the presentation of the document to the principal, or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent or administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or deny the appeal. Such decision shall be made within ten days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to a Hearing Officer, one of the mutually agreed upon superintendents or retired administrators, who will examine the written appeal and make his or her decision in writing within ten days of receipt of that appeal. A written decision shall be rendered by the Hearing Officer (Superintendent's designee) within 15 days of the filing of the appeal. The decision shall address the reasons and factual basis for the determinations found regarding the issues raised in the appeal. Copies shall be provided to the principal, the evaluator and anyone responsible for implementing an improvement plan. His or her decision, shall be final and binding in all regards, and shall not be subject to review at arbitration before any administrative agency or in any court of law. However, nothing herein shall affect the right of a principal to challenge any aspect on an evaluation in a proceeding under Section 3020-a. The initiation of an appeal procedure shall sunset on September 1, 2013 (or ten days beyond the date in which the principal receives his/her final evaluation if NYS provides the District with late results). All aspects of the appeal procedure shall be reviewed and/or renegotiated for the 2013 - 2014 school year.

E. If the appeal is sustained, the Superintendent will set aside the original rating, and will modify the rating according to the appeal.

F. The burden of proof shall rest with the principal.

G. The District shall bear the cost of the Hearing Officer (Superintendent's designee).

H. Nothing herein shall limit the right of a non-tenured principal to exercise his/her right pursuant to Education Law Section 3031 and bring a grievance charging a procedural violation of the provisions of the collective bargaining agreement and APPR procedures.

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 will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Dutchess BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department (“SED”) model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by Dutchess BOCES. Training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards;
- Evidence-based observation;
- Application and use of Student Growth Percentile and Value Added Growth Model data;
- Application and use of the State-approved teacher or principal practice rubrics;
- Application and use of any assessment tools used to evaluate teachers and principals; Application and use of State-approved locally selected measures of student achievement;
- Use of Statewide Instructional Reporting System;
- Scoring methodology used to evaluate teachers and principals; and
- Specific considerations in evaluating teachers and principals of English language learners (“ELLS”) and students with disabilities.

The District will work with the Dutchess BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis. Training for Lead Evaluators and the Superintendent responsible for the observation of principals is currently and will continue to be provided by our regional BOCES. Training occurs on an annual basis, and is offered to new Principals upon hiring. In addition, individuals not certified or seeking re-certification will be supported to attend other recognized certification programs, such as the Northern Westchester Putnam, Ulster or Orange BOCES.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, September 13, 2012

Updated Tuesday, January 15, 2013

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/5581/176470-3Uqgn5g9Iu/RHCSD signatures new.pdf](assets/survey-uploads/5581/176470-3Uqgn5g9Iu/RHCSD%20signatures%20new.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.

2.11 Red Hook Central School District

To assign teachers to HEDI categories, the Red Hook Central School District assigned a point value for the percentage of students who showed growth on their final assessment from the pre-assessment (District-developed or NYS Assessment). Below 65% of students who showed growth will be considered to be Ineffective, while 86% of students and above who showed growth will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0 - 20) are achievable.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
≥ 96	91-95	86-90	85	83-84	81-82	79-80	77-78	76	75	73-74	71-72	70	69	68	67	66	65	64%	63%	<62%

**RED HOOK CENTRAL SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN (TIP)**

Staff Member: _____ **Building:** _____ **Grade/Subject:** _____

Rationale for Teacher Improvement Plan:

_____ received an (ineffective/developing) evaluation on _____ and is therefore placed on a Teacher Improvement Plan (TIP). The Teacher Improvement Plan below has been created and _____ is expected to make improvements to the areas listed. The administrator and a teacher mentor are available to provide direction and support in the Areas in Need of Improvement.

Areas(s) in Need of Improvement: Please indicate the domain(s) being addressed:

_____ Domain One: Planning and Preparation _____ Domain Two: The Classroom Environment
_____ Domain Three: Instruction _____ Domain Four: Professional Responsibilities

TARGETED GOALS: AREAS NEEDING IMPROVEMENT	ACTION STEPS FOR IMPROVEMENT	TIMELINE FOR ACHIEVING IMPROVEMENT	EXPECTED OUTCOMES: HOW IMPROVEMENT WILL BE ASSESSED

List of Specific Recommended Resources/Activities. (e.g. videos, workshops, people, materials) _____

Staff Signature: _____ Administrator's Signature: _____ RHFA Rep. _____

Date: _____

Date: _____

Date: _____

HEDI 15 point newest

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	90-95	89	86-88	83-85	80-82	78-79	77	73-76	71-72	69-70	67-68	65-66	57-64	46-56	0-45

Red Hook Central School District

To assign Principals to HEDI categories, the Red Hook Central School District assigned a point value for the percentage of students who showed growth on their final assessment from the pre-assessment (District-developed or NYS Assessment). Below 65% of students who showed growth will be considered to be Ineffective, while 86% of students and above who showed growth will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0 - 20) are achievable.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
≥ 96	91-95	86-90	85	83-84	81-82	79-80	77-78	76	75	73-74	71-72	70	69	68	67	66	65	64%	63%	<62%

APPR TENURED ADMINISTRATOR

End of Year Self Reflection Evaluation

Name: _____

Position: _____

School: _____

Tenured: _____

Non-Tenured: _____

Meeting Date: _____

(25 TOTAL COMPOSITE POINTS TO BE SELF ASSIGNED TO RUBRIC DOMAINS)

Performance Evaluation Scoring Rubric:

HIGHLY EFFECTIVE (HE)	Overall performance and results exceed standards
EFFECTIVE (E)	Overall performance and results meet standards
DEVELOPING (D)	Overall performance and results need improvement in order to meet standards
INEFFECTIVE (I)	Overall performance and results are well below standards

DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Collaboratively develop and implement a shared vision and mission for learning

Create and implement plans to achieve goals

Promote continuous and sustainable improvement

Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

Monitor and evaluate progress and revise plans

POINTS ASSIGNED TO DOMAIN 1: 5

POINTS AWARD BY ADMINISTRATOR: ____

SCORING RUBRIC FOR 5 POINTS IN DOMAIN 1:

- 0 INEFFECTIVE
- 1-2 DEVELOPING
- 3-4 EFFECTIVE
- 5 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Nurture and sustain a culture of collaboration, trust, learning and high expectations

Create a comprehensive, rigorous, and coherent curricular program

Create a personalized and motivating learning environment for students

Supervise instruction

Develop assessment and accountability systems to monitor student progress

Develop the instructional and leadership capacity of staff

Maximize time spent on quality instruction

Promote the use of effective and appropriate technologies to support teaching and learning

Monitor and evaluate the impact of the instructional program

POSSIBLE POINTS FOR DOMAIN 2: 7 POINTS AWARD BY ADMINISTRATOR: ____

SCORING RUBRIC FOR 5 POINTS IN DOMAIN 2:

- 0 INEFFECTIVE
- 1-2 DEVELOPING
- 3-5 EFFECTIVE

6-7 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 3 – Safe, Efficient, and Effective Learning Environment: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Monitor and evaluate the management and operational systems

Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

Promote and protect the welfare and safety of students and staff

Develop the capacity for distributed leadership

Ensure teacher and organizational time is focused to support quality instruction and student learning

POINTS ASSIGNED TO DOMAIN 3: 7

POINTS AWARD BY ADMINISTRATOR: _____

SCORING RUBRIC FOR 7 POINTS IN DOMAIN 3:

0 INEFFECTIVE

1-2 DEVELOPING

3-5 EFFECTIVE

6-7 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 4 – COMMUNITY: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Collect and analyze data and information pertinent to the educational environment

Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

Build and sustain positive relationships with families, caregivers, and community partners

POINTS ASSIGNED TO DOMAIN 4: 3

POINTS AWARD BY ADMINISTRATOR: _____

SCORING RUBRIC FOR 3 POINTS IN DOMAIN 4:

- 0 INEFFECTIVE
- 1 DEVELOPING
- 2 EFFECTIVE
- 3 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 5 – INTERGRITY, FAIRNESS, and ETHICS): An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Ensure a system of accountability for every student’s academic and social success

Consider and evaluate the potential moral and legal consequences for decision making

Model principles of self-awareness, reflective practice, transparency, and ethical behavior

Safeguard the values of democracy, equity , and diversity

Promote social justice and insure that individual student needs inform all aspects of schooling

POINTS ASSIGNED TO DOMAIN 5: 2

POINTS AWARD BY ADMINISTRATOR: _____

SCORING RUBRIC FOR 2 POINTS IN DOMAIN 5:

- 0 INEFFECTIVE
- 1 DEVELOPING
- >1.0 AND < THAN 2.0 EFFECTIVE
- 2 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT: An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

Advocate for children, families, and caregivers

Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Act to influence local, district, state, and national decisions affecting student learning

POINTS ASSIGNED TO DOMAIN 6: 1 POINTS AWARD BY ADMINISTRATOR _____

SCORING RUBRIC FOR 1 POINT IN DOMAIN 6:

0	INEFFECTIVE
0-.49	DEVELOPING
.50-.74	EFFECTIVE
.75-1.0	HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

Scoring for chart above

Total Composite Point Awarded _____

_____ Principal Signature / Date

APPR NON-TENURED ADMINISTRATOR

End of Year Self Reflection Evaluation

Name: _____

Position: _____

School: _____

Tenured: _____

Non-Tenured: _____

Meeting Date: _____

(10 TOTAL COMPOSITE POINTS TO BE SELF ASSIGNED TO RUBRIC DOMAINS)

Performance Evaluation Scoring Rubric:

HIGHLY EFFECTIVE (HE)	Overall performance and results exceed standards
EFFECTIVE (E)	Overall performance and results meet standards
DEVELOPING (D)	Overall performance and results need improvement in order to meet standards
INEFFECTIVE (I)	Overall performance and results are well below standards

DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Collaboratively develop and implement a shared vision and mission for learning

Create and implement plans to achieve goals

Promote continuous and sustainable improvement

Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

Monitor and evaluate progress and revise plans

POINTS ASSIGNED TO DOMAIN 1: 2

POINTS AWARD BY ADMINISTRATOR: _____

SCORING RUBRIC FOR 2 POINTS IN DOMAIN 1:

0 INEFFECTIVE

1 DEVELOPING

>1.0 AND < THAN 2.0 EFFECTIVE

2 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Nurture and sustain a culture of collaboration, trust, learning and high expectations

Create a comprehensive, rigorous, and coherent curricular program

Create a personalized and motivating learning environment for students

Supervise instruction

Develop assessment and accountability systems to monitor student progress

Develop the instructional and leadership capacity of staff

Maximize time spent on quality instruction

Promote the use of effective and appropriate technologies to support teaching and learning

Monitor and evaluate the impact of the instructional program

POSSIBLE POINTS FOR DOMAIN 2: 2 POINTS AWARD BY ADMINISTRATOR: _____

SCORING RUBRIC FOR 2 POINTS IN DOMAIN 2:

- 0 INEFFECTIVE
- 1 DEVELOPING
- >1.0 AND < THAN 2.0 EFFECTIVE
- 2 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 3 – Safe, Efficient, and Effective Learning Environment: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Monitor and evaluate the management and operational systems

Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

Promote and protect the welfare and safety of students and staff

Develop the capacity for distributed leadership

Ensure teacher and organizational time is focused to support quality instruction and student learning

POINTS ASSIGNED TO DOMAIN 3: 2

POINTS AWARD BY ADMINISTRATOR: _____

SCORING RUBRIC FOR 2 POINTS IN DOMAIN 3:

- 0 INEFFECTIVE
- 1 DEVELOPING
- >1.0 AND < THAN 2.0 EFFECTIVE
- 2 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 4 – COMMUNITY: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Collect and analyze data and information pertinent to the educational environment

Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

Build and sustain positive relationships with families, caregivers, and community partners

POINTS ASSIGNED TO DOMAIN 4: 2

POINTS AWARD BY ADMINISTRATOR: ____

SCORING RUBRIC FOR 2 POINTS IN DOMAIN 4:

0 INEFFECTIVE

1 DEVELOPING

>1.0 AND < THAN 2.0 EFFECTIVE

2 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 5 – INTERGRITY, FAIRNESS, and ETHICS): An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Ensure a system of accountability for every student's academic and social success

Consider and evaluate the potential moral and legal consequences for decision making

Model principles of self-awareness, reflective practice, transparency, and ethical behavior

Safeguard the values of democracy, equity , and diversity

Promote social justice and insure that individual student needs inform all aspects of schooling

POINTS ASSIGNED TO DOMAIN 5: 1

POINTS AWARD BY ADMINISTRATOR: ____

SCORING RUBRIC FOR 1 POINT IN DOMAIN 5:

0 INEFFECTIVE

0-.49 DEVELOPING

.50-.74 EFFECTIVE
.75-1.0 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT:

An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

Advocate for children, families, and caregivers
Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
Act to influence local, district, state, and national decisions affecting student learning

POINTS ASSIGNED TO DOMAIN 6: 1 POINTS AWARD BY ADMINISTRATOR : _____

SCORING RUBRIC FOR 1 POINT IN DOMAIN 6:

0 INEFFECTIVE
0-.49 DEVELOPING
.50-.74 EFFECTIVE
.75-1.0 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

Total Composite Point Awarded _____

_____ Principal Signature / Date

**Administrator's Leadership and Management:
Goal Development (possible 10 points)**

(List "ambitious and measureable" goals set collaboratively for the 2012-13 school year)

At least one goal must address the administrator's contribution to improving teacher effectiveness based upon one 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. Any other goals shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance)

Name: _____ **Position:** _____

School: _____ **Tenured:** ____ **Non-Tenured:** ____ **Meeting Date:** _____

Administrator's Contribution to Improving Teacher Effectiveness

Goal A:

Improvements to the School or District Learning Environment

Goal B:

Steps/measures to be taken towards attainment:

Evidence / Artifacts: e.g. Monthly reports, cabinet meeting agendas, faculty meeting agendas, staff development meeting agendas and materials, etc.

Evaluation Method: Document review , formative and summative meetings with evaluator. Chart below for summary.

Scoring Chart for Goal Development and attainment:

Demonstrate

0-1 Ineffective

2-5 =Developing

6-8=Effective

9-10=Highly Effective

NORMAL ROUNDING RULES APPLY

Form C

2012-2013: Composite Score Summary

Name: _____

Position: _____

School: _____

Tenured: _____

Non-Tenured: _____

Meeting Date: _____

State Assessment Growth Factor (20):
 Local Measure (20)
 Goal Development & Attainment (10)
 Self-reflection Component (25) (10 non-tenured)

Total Points: _____
 Total Points: _____
 Total Points: _____
 Total Points: _____

End of the Year Evaluation (25):

Domain 1 Score (5): _____
 Domain 2 Score (7): _____
 Domain 3 Score (7): _____

Domain 4 Score (3): _____
 Domain 5 Score (2): _____
 Domain 6 Score (1): _____

Total Points: _____

Total Overall Composite Effectiveness Score:

PERFORMANCE LEVEL	MEASURES OF STUDENT GROWTH	LOCAL MEASURES OF STUDENT ACHIEVEMENT	OTHER 60 POINTS	OVERALL COMPOSITE SCORE
INEFFECTIVE	0-2	0-2	0-60	0-64
DEVELOPING	3-8	3-8		65-74
EFFECTIVE	9-17	9-17		75-90
HIGHLY EFFECTIVE	18-20	18-20		91-100

Supervisor Evaluation / Comments:

Principal's Response:

Administrator Evaluation Designation: INEFFECTIVE, DEVELOPING, EFFECTIVE, HIGHLY EFFECTIVE

Administrator's Signature/Date: _____ Evaluator's Signature/Date: _____
NORMAL ROUNDING RULES APPLY

Signature of Administrator does not indicate approval or disapproval, merely that the evaluation has been discussed

Form D

Administrator's Leadership and Management: Overall Goal Assessment Score (Total 10 Points- 5pts. per goal)

Name: _____ Position: _____

School: _____ Tenured: ____ Non-Tenured: ____ Meeting Date: _____

Goal A.
Goal B.

Scoring Chart for Goal Development and attainment: NORMAL ROUNDING RULES APPLY

Demonstrate

0-1 Ineffective

2-5 =Developing

6-8=Effective

9-10=Highly Effectiv

Administrator Signature / Date

Evaluator Signature/ Date

TOTAL GOAL SCORE (POSSIBLE 10 POINTS): _____

Form E

Administrator's Leadership and Management:

Mid-year Performance Evaluation Progress Report: (Narrative without scores)

Name: _____ Position: _____

School: _____ Tenured: _____ Non-Tenured: _____ Meeting Date: _____

DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Superintendent Reflection

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

Superintendent Reflection

DOMAIN 3 – Safe, Efficient, and Effective Learning Environment: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Superintendent Reflection

DOMAIN 4 – COMMUNITY: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Superintendent Reflections

DOMAIN 5 – INTEGRITY, FAIRNESS, and ETHICS: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Superintendent Reflection

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT: An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

Superintendent Reflection

Administrator Signature / Date

Evaluator Signature/ Date

APPR TENURED ADMINISTRATOR

End of Year Superintendent Evaluation

Name: _____

Position: _____

School: _____ Tenured: ____ Non-Tenured: ____ Meeting Date: _____

(25 TOTAL COMPOSITE POINTS TO BE COMPLETED BY THE SUPERINTENDENT ASSIGNED TO RUBRIC DOMAINS)

Performance Evaluation Scoring Rubric:

HIGHLY EFFECTIVE (HE)	Overall performance and results exceed standards
EFFECTIVE (E)	Overall performance and results meet standards
DEVELOPING (D)	Overall performance and results need improvement in order to meet standards
INEFFECTIVE (I)	Overall performance and results are well below standards

DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Collaboratively develop and implement a shared vision and mission for learning
Create and implement plans to achieve goals
Promote continuous and sustainable improvement
Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

Monitor and evaluate progress and revise plans

POINTS ASSIGNED TO DOMAIN 1: 5

POINTS AWARD BY SUPERINTENDENT: _____

SCORING RUBRIC FOR 5 POINTS IN DOMAIN 1:

0 INEFFECTIVE

1-2 DEVELOPING

3-4 EFFECTIVE

5 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Nurture and sustain a culture of collaboration, trust, learning and high expectations

Create a comprehensive, rigorous, and coherent curricular program

Create a personalized and motivating learning environment for students

Supervise instruction

Develop assessment and accountability systems to monitor student progress

Develop the instructional and leadership capacity of staff

Maximize time spent on quality instruction

Promote the use of effective and appropriate technologies to support teaching and learning

Monitor and evaluate the impact of the instructional program

POSSIBLE POINTS FOR DOMAIN 2: 7 POINTS AWARD BY SUPERINTENDENT _____

SCORING RUBRIC FOR 5 POINTS IN DOMAIN 2:

0 INEFFECTIVE

1-2 DEVELOPING

3-5 EFFECTIVE

6-7 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 3 – Safe, Efficient, and Effective Learning Environment: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Monitor and evaluate the management and operational systems

Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

Promote and protect the welfare and safety of students and staff

Develop the capacity for distributed leadership

Ensure teacher and organizational time is focused to support quality instruction and student learning

POINTS ASSIGNED TO DOMAIN 3: 7

POINTS AWARD BY SUPERINTENDENT: _____

SCORING RUBRIC FOR 7 POINTS IN DOMAIN 3:

0 INEFFECTIVE

1-2 DEVELOPING

3-5 EFFECTIVE

6-7 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 4 – COMMUNITY: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Collect and analyze data and information pertinent to the educational environment

Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

Build and sustain positive relationships with families, caregivers, and community partners

POINTS ASSIGNED TO DOMAIN 4: 3

POINTS AWARD BY SUPERINTENDENT: _____

SCORING RUBRIC FOR 3 POINTS IN DOMAIN 4:

- 0 INEFFECTIVE
- 1 DEVELOPING
- 2 EFFECTIVE
- 3 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 5 – INTERGRITY, FAIRNESS, and ETHICS): An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Ensure a system of accountability for every student’s academic and social success

Consider and evaluate the potential moral and legal consequences for decision making

Model principles of self-awareness, reflective practice, transparency, and ethical behavior

Safeguard the values of democracy, equity , and diversity

Promote social justice and insure that individual student needs inform all aspects of schooling

POINTS ASSIGNED TO DOMAIN 5: 2

POINTS AWARD BY SUPERINTENDENT: _____

SCORING RUBRIC FOR 2 POINTS IN DOMAIN 5:

- 0 INEFFECTIVE
- 1 DEVELOPING
- >1.0 AND < THAN 2.0 EFFECTIVE
- 2 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT: An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

Advocate for children, families, and caregivers

Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Act to influence local, district, state, and national decisions affecting student learning

POINTS ASSIGNED TO DOMAIN 6: 1 POINTS AWARD BY SUPERINTENDENT: _____

SCORING RUBRIC FOR 1 POINT IN DOMAIN 6:

- 0 INEFFECTIVE
- 0-.49 DEVELOPING
- .50-.74 EFFECTIVE
- .75-1.0 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

Total Composite Point Awarded _____

_____ Principal Signature / Date

_____ Superintendent Signature / Date

APPR NON TENURED ADMINISTRATOR

End of Year Superintendent Evaluation

Name: _____

Position: _____

School: _____

Tenured: ____

Non-Tenured: ____

Meeting Date: _____

(40 TOTAL COMPOSITE POINTS TO BE COMPLETED BY THE SUPERINTENDENT ASSIGNED TO RUBRIC DOMAINS)

Performance Evaluation Scoring Rubric:

HIGHLY EFFECTIVE (HE)	Overall performance and results exceed standards
EFFECTIVE (E)	Overall performance and results meet standards
DEVELOPING (D)	Overall performance and results need improvement in order to meet standards
INEFFECTIVE (I)	Overall performance and results are well below standards

DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Collaboratively develop and implement a shared vision and mission for learning

Create and implement plans to achieve goals

Promote continuous and sustainable improvement

Collect and use data to identify goals, assess organizational effectiveness,

and promote organizational learning

Monitor and evaluate progress and revise plans

POINTS ASSIGNED TO DOMAIN 1: 10

POINTS AWARD BY SUPERINTENDENT: _____

SCORING RUBRIC FOR 10 POINTS IN DOMAIN 1:

0-1 Ineffective

2-5 =Developing

6-8=Effective

9-10=Highly Effective

NORMAL ROUNDING RULES APPLY

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Nurture and sustain a culture of collaboration, trust, learning and high expectations

Create a comprehensive, rigorous, and coherent curricular program

Create a personalized and motivating learning environment for students

Supervise instruction

Develop assessment and accountability systems to monitor student progress

Develop the instructional and leadership capacity of staff

Maximize time spent on quality instruction

Promote the use of effective and appropriate technologies to support teaching and learning

Monitor and evaluate the impact of the instructional program

POSSIBLE POINTS FOR DOMAIN 2: 10 POINTS AWARD BY SUPERINTENDENT _____

SCORING RUBRIC FOR 10 POINTS IN DOMAIN 2:

0-1 Ineffective

2-5 =Developing

6-8=Effective

9-10=Highly Effective

NORMAL ROUNDING RULES APPLY

DOMAIN 3 – Safe, Efficient, and Effective Learning Environment: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Monitor and evaluate the management and operational systems

Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

Promote and protect the welfare and safety of students and staff

Develop the capacity for distributed leadership

Ensure teacher and organizational time is focused to support quality instruction and student learning

POINTS ASSIGNED TO DOMAIN 3: 10

POINTS AWARD BY SUPERINTENDENT: _____

SCORING RUBRIC FOR 10 POINTS IN DOMAIN 3:

0-1 Ineffective

2-5 =Developing

6-8=Effective

9-10=Highly Effective

NORMAL ROUNDING RULES APPLY

DOMAIN 4 – COMMUNITY: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Collect and analyze data and information pertinent to the educational environment

Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

Build and sustain positive relationships with families, caregivers, and community partners

POINTS ASSIGNED TO DOMAIN 4: 4

POINTS AWARD BY SUPERINTENDENT: _____

SCORING RUBRIC FOR 4 POINTS IN DOMAIN 4:

- 0 INEFFECTIVE
- 1-2 DEVELOPING
- 3 EFFECTIVE
- 4 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 5 – INTERGRITY, FAIRNESS, and ETHICS): An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Ensure a system of accountability for every student’s academic and social success

Consider and evaluate the potential moral and legal consequences for decision making

Model principles of self-awareness, reflective practice, transparency, and ethical behavior

Safeguard the values of democracy, equity , and diversity

Promote social justice and insure that individual student needs inform all aspects of schooling

POINTS ASSIGNED TO DOMAIN 5: 4 POINTS AWARD BY SUPERINTENDENT: ____

SCORING RUBRIC FOR 4 POINTS IN DOMAIN 5:

- 0 INEFFECTIVE
- 1-2 DEVELOPING
- 3 EFFECTIVE
- 4 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT: An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

Advocate for children, families, and caregivers
Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
Act to influence local, district, state, and national decisions affecting student learning

POINTS ASSIGNED TO DOMAIN 6: 2 POINTS AWARD BY SUPERINTENDENT: _____

SCORING RUBRIC FOR 2 POINTS IN DOMAIN 6:

- 0 INEFFECTIVE
- 1 DEVELOPING
- >1.0 AND < THAN 2.0 EFFECTIVE
- 2 HIGHLY EFFECTIVE

NORMAL ROUNDING RULES APPLY

Total Composite Point Awarded _____

Administrator Signature / Date

Superintendent Signature / Date

RED HOOK CENTRAL SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN (PIP) FORM

ADMINISTRATOR INITIATING THE PIP: _____

ADDITIONAL PIP PARTICIPANTS (if applicable):

DATE DEVELOPED

DOMAIN(S) WHICH NEED TO BE ADDRESSED: (please refer to Multidimensional Principal Performance Rubric; to provide further direction; administrator may list component(s) or sub-domain(s) as well).

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

B. The Performance Goals, Expectations, Benchmarks Standards and Timelines the Principal must meet in order to achieve an Effective Rating.

C. How Improvement will be Measured and Monitored (provide for periodic reviews of program and goal achievement)

D. Anticipated Frequency and Duration of meetings of Principal and Administrator (also mentor if assigned).

E. The district will make available to assist the principal appropriate Differentiated Professional Development opportunities, materials, resources and support and where appropriate, assign a mentor.

OUTCOMES

_____1. AREA(S) IN NEED OF IMPROVEMENT HAVE BEEN ADDRESSED:
PIP SUCESSFULLY RESOLVED

_____2. PROGRESS NOTED; CONTINUATION ON PIP (SEE EXPLANATION
IN PIP DOCUMENT)

_____3. AREA(S) IN NEED OF IMPROVEMENT UNRESOLVED; FURTHER
ACTION TO BE DETERMINED (SEE EXPLANATION)

ADMINISTRATOR SIGNATURE: _____ DATE: _____

PRINCIPAL SIGNATURE: _____ DATE: _____

EXPLANATORY NOTES OF THE ADMINISTRATOR, IF NECESSARY:

EXPLANATORY NOTES OF THE PRINCIPAL, IF NECESSARY:

Red Hook Central School District Annual Profession Performance Review Summary Form

Staff Member: _____ Building: _____ Grade Level/Dept. _____

Evaluator: _____ Date: _____

Section I: Student Growth or State Assessment or Other Comparable Measures (20 points or 25 VGM)

The evaluator has reviewed Student Growth Measures (or other Comparable Measures) provided by the state for the students that this teacher is accountable for New York State Department of Education criteria included in the form 9d were applied to arrive at the total number of points awarded below.

Total Number of Student Growth on State Assessments or other Comparable Measures (Points Earned) 20 or 25 VGM) = ____

Section 2: Locally Selected Measures of Student Achievement (20 points or 15 VGM)

The evaluator has reviewed Student Growth and Achievement Measures provided by the vendor of the district selected state approved student evaluation tool currently in used. District agreed upon criteria for awarding points for locally selected measures of student achievement detailed in APPR forms 9a, were applied to arrive at the total number points awarded below

Total Number of Locally Selected Measures of Student Achievement Points Earned (maximum of 20 or 15 VGM) = _____

Section 3: Section 3: Multiple Measures of Teacher Performance (60 points)

The following components are part of the Multiple Measures of Teacher Performance

- **Domain 1: Artifact Collection (14 points)**
 - The evaluator has reviewed the completed Artifact collection form submitted on APPR form _____ during the 2012-2013 school year and applied the criteria to arrive at the total number of points awarded below.
 - **Total Number of Artifact Collection points earned (maximum of 14) = _____**
- **Domains 2 & 3: Classroom Observations (31 points)**
 - The evaluator has reviewed all classroom observations conducted during the 2012-2013 school year. The classroom observation rubrics (APPR form ____) and observation reports (APPR form ____) informed the completed rubric. The holistic classroom observation scoring criteria (APPR Form ____ was applied to arrive at the total number of classroom observations points awarded below.
 - **Total number of classroom observation Points Earned (maximum of 31) = _____**
- **Domain 4a: Reflection on Yearlong Practice (5 points)**
 - The evaluator has reviewed the completed Reflection document and applied the Reflection scoring criteria to arrived at the ttoal number of points awarded below.

- **Total Number of Reflection points earned (maximum of 5) = _____**
- **Domain 4: Professional Responsibilities (10 points)**
 - The evaluator has reviewed the completed Professional Responsibilities document (Form _____) and applied the Professional Responsibilities scoring criteria to arrive at the total number of points awarded below.
 - **Total Number of Professional Responsibilities points earned (maximum of 10) = _____**

Overall Teacher Effectiveness Rating: As per the mandate in New York State educational law 3012c, the total value of the scores included in the table below has been used to determine an overall teacher composite effectiveness rating as describes in APPR form 9d.

	Student Growth on State Assessments or other Comparable Measures [n/20]	Locally Selected Measures of Student Achievement [n/20]	Multiple Measures of Teacher Performance [n/60]	Overall Composite	
Artifact Collection [n/14]	XXXXXXXXXXXX	XXXXXXXXXXXX			
Observation(s) [n/31]	XXXXXXXXXXXX	XXXXXXXXXXXX			
Reflection [n/5]	XXXXXXXXXXXX	XXXXXXXXXXXX			
Professional Responsibilities [n/10]	XXXXXXXXXXXX	XXXXXXXXXXXX			
Score					
Effectiveness Rating	XXXXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXXXX		

Staff Signature

Evaluator Signature

Date

Red Hook Central School District

Artifact Collection Form: Domain 1 – Planning and Preparation

In the Professional Responsibilities component of the APPR, staff members are required to use the form below to collect evidence to support the multiple components of Danielson Domain 1: Planning and Preparation. Please refer to the Danielson Rubric for Planning and Preparation and the APPR Guidance Document to guide your list of artifacts. Please note that it is acceptable to have a work in progress when you conference with the administrator at the end of year. In the current 2012-2013 APPR, a maximum of 14 points can be awarded for this component. (1pt. per artifact)

Staff Member: _____ School _____ Grade Level (s) _____ Subject (s) _____

<p>Domain 1: Planning and Preparation</p> <p>1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of content and the structure of the discipline <input type="checkbox"/> Knowledge of content-related pedagogy <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of the learning process <input type="checkbox"/> Knowledge of students' skills, knowledge and language proficiency <input type="checkbox"/> Knowledge of students' interests and cultural heritage' <input type="checkbox"/> Knowledge of students' special needs <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Value, sequence and alignment <input type="checkbox"/> Clarity <input type="checkbox"/> Balance <input type="checkbox"/> Suitability for diverse learners <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resources for classroom use <input type="checkbox"/> Resources to extend content knowledge and pedagogy <input type="checkbox"/> Resources for students <p>1e. Designing coherent instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning activities <input type="checkbox"/> Instructional materials and resources <input type="checkbox"/> Instructional groups <input type="checkbox"/> Lesson and unit structure 	<p style="text-align: center;"><u>Possible Artifacts to be used as Evidence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Exemplars, Student Portfolios <input type="checkbox"/> Report cards, Pink and Blue Slips (K-5) <input type="checkbox"/> Data-driven adaptations ex: NWEA <input type="checkbox"/> IEP's (Special Ed only – IEP creator only) <input type="checkbox"/> Additional resources <input type="checkbox"/> Professional journals <input type="checkbox"/> Materials aligned to standards <input type="checkbox"/> Use of Book Room (K-2) <input type="checkbox"/> Leveled Libraries (teacher created) <input type="checkbox"/> Use of Library: books, databases, etc. <input type="checkbox"/> Lesson plans: <ul style="list-style-type: none"> <input type="checkbox"/> Goals and Objectives <input type="checkbox"/> Lesson outlines, Plan book, <input type="checkbox"/> Course outline <input type="checkbox"/> Assignment & Project outlines <input type="checkbox"/> Interdisciplinary projects <input type="checkbox"/> Collaboratively planned lessons/units <input type="checkbox"/> Thematic planning <input type="checkbox"/> Teacher made worksheets, manipulatives <input type="checkbox"/> Use of Technology in Instruction <ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint, Smart Board lessons <input type="checkbox"/> Prezi lessons, Web page <input type="checkbox"/> Assessments: Baseline. Rubrics <input type="checkbox"/> Running records <input type="checkbox"/> Pre-observation Guiding Questions <input type="checkbox"/> Educational fieldtrips/Itinerary <input type="checkbox"/> Curriculum – aligning with standards <input type="checkbox"/> Anecdotal Records, Setting up Reading Groups <input type="checkbox"/> RTI meeting notes <input type="checkbox"/> Other appropriate evidence approved by building administrator
--	--

Administrator Notes:

Administrator Signature: _____ Staff Signature: _____ Date: _____

Red Hook Central School District
Evidence Collection Form: Domain 4- Professional Responsibilities (b, c, d, e, f)

In the Professional Responsibilities component of the APPR, staff members are required to use the form below to list activities that support the multiple components of Danielson Domain 4: Professional Responsibilities (elements b, c, d, e, f). Please plan to bring this completed form to the end of year conference with administration. Please refer to the Danielson Rubric for Professional Responsibilities and the APPR Guidance Document to guide your list of evidence. In the current 2012-2013 APPR, a maximum of 10 points can be awarded for this component.

Staff Member: _____ School _____ Grade Level (s) _____ Subject (s) _____

Component	List of Evidence (additional info if necessary)
4b. Managing Accurate Records (e.g. lesson/unit plans, assessment data, grade book)	
4c. Communicating with Families (e.g. newsletters, phone logs, meeting notes)	
4d. Participating in a Professional Community (e.g. committee meetings, participating in school events)	
4e. Growing and Developing Professionally (e.g. book studies, seeks out PD, mentoring, presentations)	
4f. Showing Professionalism (e.g. seeking out resources, committee leadership, PD teaching)	

Administrator Signature: _____ Staff Signature: _____ Date: _____

HOLISTIC SCORING FOR DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES

Overall Rating	Criteria	Points Awarded
Distinguished	<ul style="list-style-type: none"> ◦ Two or more distinguished ◦ No domains below proficient 	10
Proficient	<ul style="list-style-type: none"> ◦ All proficient with no more than one distinguished 	9
	<hr/> <ul style="list-style-type: none"> ◦ No more than 2 basic with no unsatisfactory 	8
Basic	<ul style="list-style-type: none"> ◦ All Proficient or higher with no more than 3 basics 	7
	<hr/> <ul style="list-style-type: none"> ◦ All proficient or higher with no more than 5 basics 	6
	<hr/> <ul style="list-style-type: none"> ◦ All Basic or higher and/or with only 1 unsatisfactory 	5
	<hr/> <ul style="list-style-type: none"> ◦ All basic or higher with only 2 unsatisfactory 	4
Unsatisfactory	<ul style="list-style-type: none"> ◦ All basic or higher with 3 unsatisfactory 	3
	<hr/> <ul style="list-style-type: none"> ◦ All basic or higher with 4 unsatisfactory 	2
	<hr/> <ul style="list-style-type: none"> ◦ All basic or higher with 5 unsatisfactory 	1
	<hr/> <ul style="list-style-type: none"> ◦ All basic or higher with more than 5 unsatisfactory 	0

Holistic Scoring for Teacher Observation

<u>Domain</u>	<u>Criteria</u>	<u>Points Awarded</u>
Distinguished	4 or more elements identified as Distinguished with no elements below Proficient	31
	3 or more elements identified as Distinguished with no elements below Proficient	30
	2 or more elements identified as Distinguished with no elements below Proficient	29
	1 or more elements identified as Distinguished with no elements below Proficient	28
Proficient	All elements are identified as Proficient	27
	1 element identified as below Proficient but not Unsatisfactory	26
	2 elements identified as below Proficient but not Unsatisfactory	25
	3 elements identified as below Proficient but not Unsatisfactory	24
	4 elements identified as below Proficient but not Unsatisfactory	23
	5 elements identified as below Proficient but not Unsatisfactory	22
	6 elements identified as below Proficient but not Unsatisfactory	21
7 elements identified as below Proficient but not Unsatisfactory	20	
Basic	8-11 elements are identified as Basic or higher with no element identified as Unsatisfactory	19
	12-15 elements are identified as Basic or higher with no element identified as Unsatisfactory	17
	16-19 elements are identified as Basic or higher with no element identified as Unsatisfactory	15

	20-24 elements are identified as Basic or higher with no element identified as Unsatisfactory	14
	25-30 elements are identified as Basic or higher with no element identified as Unsatisfactory	13
	All elements are Basic or higher with only 1 element identified as Unsatisfactory	12
Unsatisfactory	2-4 elements identified as Unsatisfactory	10
	5-9 elements identified as Unsatisfactory	8
	10-20 elements are Unsatisfactory	5
	21-28 elements are Unsatisfactory	2
	All 33 elements are Unsatisfactory	0

RED HOOK CENTRAL SCHOOL DISTRICT
LESSON PLAN FORM

Teacher: _____ Date: _____ Time: _____

Subject: _____ # of students: _____

(You may attach a typed lesson plan to this form)

Goal/objective(s) or Essential Question:

Please list the NYS Common Core Learning Standards addressed in the lesson:

Lesson Summary:

Describe how instruction will be differentiated for students:

Anticipatory Set:

How will students be assessed on the objective of the lesson?

Connections/Relevance: Provide connections to other subjects

Closure: Describe how the lesson ends

RED HOOK CENTRAL SCHOOL DISTRICT
INTERVIEW PROTOCOL FOR POST CONFERENCE
(GUIDING QUESTIONS)

Teacher: _____ Date: _____

Please see the following list of questions that MAY be discussed during the post conference.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you were able to bring sample of student work, what do those samples reveal about those students' levels of cognitive engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?
7. Other question(s)

RED HOOK CENTRAL SCHOOL DISTRICT
INTERVIEW PROTOCOL FOR PRE-CONFERENCE
(GUIDING QUESTIONS)

Teacher: _____ Date: _____ Grade Level(s) _____

Observer: _____ Subject(s): _____

Questions for discussion:

1. To which part of your curriculum does this lesson relate?
2. How does this learning fit in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs?
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you cognitively engage the students in learning?
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intended?
8. Is there anything that you like me to specifically observe during the lesson?

Red Hook Central School District Reflection on Yearlong Practice – Domain 4a

In a profession as challenging as teaching, honest self-reflection is key. That means that we must regularly examine what has worked and what hasn't in the classroom. In the Reflection component of the APPR, staff are required to write a reflection on their yearlong practice and bring it to their end of year conference with administration. The questions below can help to guide the reflection process.

Please see the Reflection Rubric in the APPR Guidance Document to model your response. In the current 2012-2013 APPR, a maximum of 5 points can be awarded for this component.

- What were your strengths this year?
- In what areas would you like to improve?
- Additional Comments or information:

Scoring Rubric for Reflection

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
	0 to 2 points	3 points	4 points	5 points
4a: Reflecting on practice	Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	Teacher's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Teacher makes some specific suggestions as to how their teaching practice might be improved.	Teacher's reflection is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies and their likely success.

RHCS D POST OBSERVATION RECORD 2012-2013

Staff Name: _____ Principal/Administrator _____
Date of Observation _____ Date of Conference _____

With the teacher, examine all the evidence generated by the lesson. Check all components where evidence was found.

Domain II: The Classroom Environment

- creating an environment of respect and rapport
- managing classroom procedures and practices consistent with building and district policies
- managing student behavior
- establishing a culture for learning through support of the mission and aims of the district
- organizing physical space

Summary of evidence:

Domain III: Instruction

- communicating clearly and accurately
- engaging students in learning
- providing feedback to students
- using questioning and discussion techniques
- demonstrating flexibility and responsiveness

Summary of evidence:

Staff Member's Signature: _____ Date: _____

Principal/Administrators' Signature: _____ Date: _____

I understand my signature only indicated the receipt of this document.

Red Hook Central School District
Summative Self-Reflection Document

Name _____

Date of Conference _____

School _____

Evaluator _____

Narrative may include, but is not limited to the following:

- Knowledge of students & student learning
- Knowledge of content & instructional planning
- Instructional practice
- Learning environment
- Assessment of student learning
- Professional responsibility
- Professional growth

Teacher Summative Narrative (5 points)

Professional Areas of Focus:

Teacher Signature Date

Evaluator Signature Date

Signature acknowledges post-observation dialogue, not necessarily concurrence.

**RED HOOK CENTRAL SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN (TIP)**

Staff Member: _____ **Building:** _____ **Grade/Subject:** _____

Rationale for Teacher Improvement Plan:

_____ received an (ineffective/developing) evaluation on _____ and is therefore placed on a Teacher Improvement Plan (TIP). The Teacher Improvement Plan below has been created and _____ is expected to make improvements to the areas listed. The administrator and a teacher mentor are available to provide direction and support in the Areas in Need of Improvement.

Areas(s) in Need of Improvement: Please indicate the domain(s) being addressed:

_____ Domain One: Planning and Preparation _____ Domain Two: The Classroom Environment
_____ Domain Three: Instruction _____ Domain Four: Professional Responsibilities

TARGETED GOALS: AREAS NEEDING IMPROVEMENT	ACTION STEPS FOR IMPROVEMENT	TIMELINE FOR ACHIEVING IMPROVEMENT	EXPECTED OUTCOMES: HOW IMPROVEMENT WILL BE ASSESSED

List of Specific Recommended Resources/Activities. (e.g. videos, workshops, people, materials) _____

Staff Signature: _____ Administrator's Signature: _____ RHFA Rep. _____

Date: _____

Date: _____

Date: _____

Red Hook Central School District
Walk-Through Unannounced Observation Instrument

Teacher Name: _____

Date: _____

Principal Name: _____

Course/Content: _____

Time: _____

<p>Domain 1: Planning and Preparation</p> <p>1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of content and the structure of the discipline <input type="checkbox"/> Knowledge of content-related pedagogy <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of the learning process <input type="checkbox"/> Knowledge of students' skills, knowledge and language proficiency <input type="checkbox"/> Knowledge of students' interests and cultural heritage' <input type="checkbox"/> Knowledge of students' special needs <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Value, sequence and alignment <input type="checkbox"/> Clarity <input type="checkbox"/> Balance <input type="checkbox"/> Suitability for diverse learners <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resources for classroom use <input type="checkbox"/> Resources to extend content knowledge and pedagogy <input type="checkbox"/> Resources for students <p>1e. Designing coherent instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning activities <input type="checkbox"/> Instructional materials and resources <input type="checkbox"/> Instructional groups <input type="checkbox"/> Lesson and unit structure 	<p>Domain 2: Classroom Environment</p> <p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher interaction with students <input type="checkbox"/> Student interactions with one another <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for learning and achievement <input type="checkbox"/> Student pride in work <input type="checkbox"/> Importance of content <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Management of instructional groups <input type="checkbox"/> Management of transitions <input type="checkbox"/> Management of materials and supplies <input type="checkbox"/> Supervision of volunteers and paraprofessionals <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations <input type="checkbox"/> Monitoring of student behavior <input type="checkbox"/> Responses to student misbehavior <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safety and accessibility <input type="checkbox"/> Arrangement of furniture and use of physical resources
<p>Domain 3: Instruction</p> <p>3a. Communicating with students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for learning <input type="checkbox"/> Directions and procedures <input type="checkbox"/> Explanations of content <input type="checkbox"/> Use of oral and written language <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quality of questions <input type="checkbox"/> Discussion techniques <input type="checkbox"/> Student participation <p>3c. Engaging student in learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities and assignments <input type="checkbox"/> Grouping of students <input type="checkbox"/> Instructional materials and resources <input type="checkbox"/> Structure and pacing <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring of student learning <input type="checkbox"/> Feedback to students <input type="checkbox"/> Student self-assessment <p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson adjustment <input type="checkbox"/> Response to students 	<p>Domain 1 Administrator Notes:</p> <hr/> <p>Domain 2 Administrator Notes:</p> <hr/> <p>Domain 3 Administrator Notes:</p>

--	--

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:

Tal R 1/15/13

Teachers Union President Signature: Date:

Patricia M. ... 1/15/13

Administrative Union President Signature: Date:

Jorge ... 1/15/13

Board of Education President Signature: Date:

Neil J. ... 1/15/13