



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

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Commissioner of Education  
President of the University of the State of New York  
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December 14, 2012

Dr. Dan Brenner, Superintendent  
Roslyn Union Free School District  
P.O. Box 367  
Roslyn, NY 11576

Dear Superintendent Brenner:

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: Thomas Rogers

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 Wednesday, May 02, 2012

Updated Wednesday, September 19, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 280403030000

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

*280403030000*

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

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

*ROSLYN UFSD*

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

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, May 02, 2012

Updated Friday, December 14, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

|   | ELA  | Assessment  |
|---|--|---|
| K | District, regional, or BOCES-developed assessment                      | Roslyn Developed K ELA Assessment                     |
| 1 | District, regional, or BOCES-developed assessment                      | Roslyn Developed Grade 1 ELA Assessments              |
| 2 | School-or BOCES-wide, group or team results based on State assessments | 3rd, 4th and 5th grade State ELA and Math Assessments |

|   | ELA              | Assessment                 |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

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

The SLOs for K ELA teachers we will utilize Roslyn Developed K ELA assessments in Fall and Spring . For teachers of grade 1 we will use Roslyn Developed Grade 1 ELA assessments in Fall and Spring. For teachers of grade 3, Grade 3 Roslyn Developed assessments will be used as a baseline. Targets will be set by the teacher with consultation from the principal for the 3rd Grade State Assessment.

The same assessments will be used across all classrooms in the same grade level. Growth targets will be set by the teacher with consultation with the principal, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.

The SLO's for grades 2 ELA in our elementary buildings will use the average school score of the State student growth percentile (SGP) which will be used to calculate points out of 20. This will be done for ELA and Math and then the average of the scores will be used to assign points based on the allocation on the HEDI Chart. See attached charts.

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

See attached chart

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

See attached chart

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

See attached chart

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

See attached chart

### 2.3) Grades K-3 Math

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

|   | Math   | Assessment  |
|---|--|---|
| K | District, regional, or BOCES-developed assessment                      | Roslyn Developed K Math Assessments                   |
| 1 | District, regional, or BOCES-developed assessment                      | Roslyn Developed Grade 1 Math Assessments             |
| 2 | School-or BOCES-wide, group or team results based on State assessments | 3rd, 4th and 5th grade State ELA and Math Assessments |

|   | Math             | Assessment                 |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

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

The SLOs for K Math teachers we will utilize Roslyn Developed K Math assessments in Fall and Spring . For teachers of grade 1 we will use Roslyn Developed Grade 1 Math assessments in Fall and Spring. For teachers of grade 3, Grade 3 Roslyn Developed assessments will be used as a baseline. Targets will be set by the teacher with consultation from the principal for the 3rd Grade State Assessment.

The same assessments will be used across all classrooms in the same grade level. Growth targets will be set by the teacher with consultation with the principal, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.

The SLO's for grades 2 Math in our elementary buildings will use the average school score of the State student growth percentile (SGP) which will be used to calculate points out of 20. This will be done for ELA and Math and then the average of the scores will be used to assign points based on the allocation on the HEDI Chart. See attached charts.

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

See attached chart

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

See attached chart

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

See attached chart

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

See attached chart

## 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 | Roslyn Developed Grade 6 Science Assessment |
| 7 | District, regional or BOCES-developed assessment | Roslyn Developed 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.

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The SLOs for Grades 6-7 Science will utilize the Roslyn Developed Science Grade 6 and 7 Final Exams. The SLO for 8th grade Science will utilize the 8th Grade NYS State Science assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set by the teacher with consultation from the principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20. |
|---|---|

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

## 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 | Roslyn Developed Grade 6 Social Studies Assessment |
| 7 | District, regional or BOCES-developed assessment | Roslyn Developed Grade 7 Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | Roslyn Developed 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 | The SLOs for Grades 6, 7,8 Social Studies will utilize the Roslyn Developed Grades 6, 7, and 8 Social Studies Final |
|---|---|

|  |   |
|--|---|
| <p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>               | <p>Exams. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set by the teacher with consultation from the principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.</p> |
| <p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p> | <p>See attached chart</p>   |
| <p>Effective (9 - 17 points) Results meet District goals for similar students.</p>                   | <p>See attached chart</p>   |
| <p>Developing (3 - 8 points) Results are below District goals for similar students.</p>              | <p>See attached chart</p>   |
| <p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>        | <p>See attached chart</p>   |

## 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 | School-/BOCES-wide group/team results based on State assessments | The average of the five Core Regents (Living Environment Regent, Geometry Regent , Global 2 Regent, American History Regent, English Regent |

|                  | 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>The SLOs for high school Social Studies Regents Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set by the teacher with consultation from the principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score for Global 2 and American</p> |
|--|--|

History. The District Developed Grade 8 Social Studies Assessment will be used as a baseline for grade 9 Global 1 teachers. Global 1 teachers will be measured on targets which are based on the percent of growth of the average of the five Core Regents. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The Teachers can achieve all scale points from 0 to 20.

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

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

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

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

## 2.7) High School Science Regents Courses

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

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

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

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

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

The SLOs for high school Regents Science Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set by the teacher with consultation from the principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. Teachers can achieve all scale points from 0 to 20.

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

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

## 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. | The SLOs for high school Regents Mathematics Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set by the teacher in consultation with the principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | See attached chart  |
| Effective (9 - 17 points) Results meet District goals for similar students.   | See attached chart  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | See attached chart  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | See attached chart  |

## 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<br>ELA  | School-/BOCES-wide group/team results based on State assessments | The average of the five Core Regents (Living Environment Regent, Geometry Regent , Global 2 Regent, American History Regent, English Regent |
| Grade 10<br>ELA | School-/BOCES-wide group/team results based on State assessments | The average of the five Core Regents (Living Environment Regent, Geometry Regent , Global 2 Regent, American History Regent, English Regent |
| Grade 11<br>ELA | Regents assessment   | 11th grade English Regents  |

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

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

The SLOs for high school English Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set by the teacher with consultation from the principal, based on the prior academic performance of the students assigned to the teacher.

ELA Grades 9: The Grade 8 NYS ELA Assessment will be used as a baseline for grade 9 English teachers. Grade 9 English teachers will be measured on targets which are based on the percent of growth of the average of the five Core Regents. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.

ELA Grades 10: The Roslyn Developed Grade 9 ELA Assesment will be used as a baseline for grade 10 English teachers. Grade 10 English teachers will be measured on targets which are based on the percent of growth of the average of the five Core Regents. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20.

ELA Grade 11: We are measuring student growth by using the Roslyn Developed Grade 10 English Assessment as a baseline compared to the English Regents. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth.

The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.

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

See attached chart

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

See attached chart



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

See attached chart

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/5364/123832-TXEttx9bQW/K-12 Non-tested Teachers Growth 20% HEDI CHART\_1.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 response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

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

|  |         |
|--|---------|
| 2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded. | Checked |
|--|---------|

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

### 3. Local Measures (Teachers)

Created Wednesday, May 02, 2012

Updated Wednesday, December 12, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 4 | 6(ii) School wide measure computed locally              | Grades 3, 4, and 5 ELA and Math State Assessments |
| 5 | 6(ii) School wide measure computed locally              | Grades 3, 4, and 5 ELA and Math State Assessments |

|   |  |   |
|---|--|---|
| 6 | 6(ii) School wide measure computed locally | Grades 6, 7, and 8 ELA and Math State Assessments |
| 7 | 6(ii) School wide measure computed locally | Grades 6, 7, and 8 ELA and Math State Assessments |
| 8 | 6(ii) School wide measure computed locally | Grades 6, 7, and 8 ELA and Math State Assessments |

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

|  |   |
|--|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | HEDI points will be allocated to a teacher based on the percentage of students achieving proficiency or better on this year's state assessments in ELA and Math as compared to the state average. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.   |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.   |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.   |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.   |

### 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              | Grades 3, 4, and 5 ELA and Math State Assessments |
| 5 | 6(ii) School wide measure computed locally              | Grades 3, 4, and 5 ELA and Math State Assessments |
| 6 | 6(ii) School wide measure computed locally              | Grades 6, 7, and 8 ELA and Math State Assessments |
| 7 | 6(ii) School wide measure computed locally              | Grades 6, 7, and 8 ELA and Math State Assessments |
| 8 | 6(ii) School wide measure computed locally              | Grades 6, 7, and 8 ELA and Math State Assessments |

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. | HEDI points will be allocated to a teacher based on the percentage of students achieving proficiency or better on this year's state assessments in ELA and Math as compared to the state average. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.   |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.   |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.   |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.   |

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/123830-rhJdBgDruP/E 4-8 ELA and Math teachers (15%) ACHIEVEMENT HEDI CHART.docx*

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

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

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

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

Measures based on:

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

math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

### 3.4) Grades K-3 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| K | 6(ii) School-wide measure computed locally              | Grades 3, 4, and 5 ELA and Math State Assessments |
| 1 | 6(ii) School-wide measure computed locally              | Grades 3, 4, and 5 ELA and Math State Assessments |
| 2 | 6(ii) School-wide measure computed locally              | Grades 3, 4, and 5 ELA and Math State Assessments |
| 3 | 6(ii) School-wide measure computed locally              | Grades 3, 4, and 5 ELA and Math State Assessments |

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | HEDI points will be allocated to a teacher based on the percentage of students achieving proficiency or better on this years state assessments in ELA and Math as compared to the state average. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.  |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.  |

### 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              | Grades 3, 4, and 5 ELA and Math State Assessments |
| 1 | 6(ii) School-wide measure computed locally              | Grades 3, 4, and 5 ELA and Math State Assessments |
| 2 | 6(ii) School-wide measure computed locally              | Grades 3, 4, and 5 ELA and Math State Assessments |
| 3 | 6(ii) School-wide measure computed locally              | Grades 3, 4, and 5 ELA and Math State Assessments |

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in | HEDI points will be allocated to a teacher based on the percentage of students achieving proficiency or better on |
|---|---|

|   |  |
|---|--|
| this subcomponent. If needed, you may upload a table or graphic at 3.13, below.   | this years state assessments in ELA and Math as compared to the state average. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached chart.  |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                   | See attached chart.  |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.            | See attached chart.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.      | See attached chart.  |

### 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              | Grades 6, 7, and 8 ELA and Math State Assessments |
| 7 | 6(ii) School wide measure computed locally              | Grades 6, 7, and 8 ELA and Math State Assessments |
| 8 | 6(ii) School wide measure computed locally              | rades 6, 7, and 8 ELA and Math State Assessments  |

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | HEDI points will be allocated to a teacher based on the percentage of students achieving proficiency or better on this years state assessments in ELA and Math as compared to the state average. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.  |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.  |

### 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              | Grades 6, 7, and 8 ELA and Math State Assessments |
| 7 | 6(ii) School wide measure computed locally              | Grades 6, 7, and 8 ELA and Math State Assessments |
| 8 | 6(ii) School wide measure computed locally              | Grades 6, 7, and 8 ELA and Math State Assessments |

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. | HEDI points will be allocated to a teacher based on the percentage of students achieving proficiency or better on this years state assessments in ELA and Math as compared to the state average. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.  |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.  |

### 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              | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |

|                  |  |   |
|------------------|--|---|
| Global 2         | 6(ii) School wide measure computed locally | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |
| American History | 6(ii) School wide measure computed locally | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |

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. | HEDI points will be allocated to a teacher based on the percentage of students achieving proficiency or better on this year's state five Core Regents Exams in Geoetry, Living Environment, Global 2, American History and English as compared to the state average on the Core Regents Exams in Geoetry, Living Environment, Global 2, American History and English . |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.  |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.  |

### 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              | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |
| Earth Science      | 6(ii) School wide measure computed locally              | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |

|           |  |   |
|-----------|--|---|
| Chemistry | 6(ii) School wide measure computed locally | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |
| Physics   | 6(ii) School wide measure computed locally | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |

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. | HEDI points will be allocated to a teacher based on the percentage of students achieving proficiency or better on this years state five Core Regents Exams in Geoetry, Living Environment, Global 2, American History and English as compared to the state average on the Core Regents Exams in Geoetry, Living Environment, Global 2, American History and English . |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.   |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.   |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.   |

### 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              | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |
| Geometry  | 6(ii) School wide measure computed locally              | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |

|           |  |   |
|-----------|--|---|
| Algebra 2 | 6(ii) School wide measure computed locally | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |
|-----------|--|---|

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. | HEDI points will be allocated to a teacher based on the percentage of students achieving proficiency or better on this years state five Core Regents Exams in Geoetry, Living Environment, Global 2, American History and English as compared to the state average on the Core Regents Exams in Geoetry, Living Environment, Global 2, American History and English . |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.   |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | See attached chart.   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.   |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | See attached chart.   |

### 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              | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |
| Grade 10 ELA | 6(ii) School wide measure computed locally              | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |
| Grade 11 ELA | 6(ii) School wide measure computed locally              | The average passing rate of the five Core Regents exams (Geometry, Living Environment, Global History, American History, English) |



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

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

|  |  |
|--|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>For all other courses taught by teachers K-5, HEDI points will be allocated to a teacher based on the percentage of students achieving proficiency or better on this year's state assessments compared to the state average.</p> <p>For all other courses taught by teachers 6-8 HEDI points will be allocated to a teacher based o the percentage of students achieving proficiency or better on this years state assessments in ELA and Math as compared to last year's state assessments in ELA and Math.</p> <p>For all other courses taught by teachers 9-12, HEDI points will be allocated to a teacher based o the percentage of students achieving proficiency or better on this years state five Core Regents Exams in Geoetry, Living Environment, Global 2, American History and English as compared to last year's state five Core Regents Exams in Geoetry, Living Environment, Global 2, American History and English .</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>See attached chart.</p>   |
| <p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>   | <p>See attached chart.</p>   |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>See attached chart.</p>   |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>  | <p>See attached chart.</p>   |

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/123830-y92vNseFa4/HSteachers 9-12 ACHIEVEMENT HEDI CHART\_1.docx*

### 3.14) Locally Developed Controls

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

*(No response)*

### 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.

*n/a*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Wednesday, May 02, 2012

Updated Friday, December 14, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*NYSUT Teacher Practice Rubric*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Using the NYSUT TED 2012 Rubric, each indicator will carry the same value in points. The administrator will observe the teachers using the NYSUT TED Rubric. Each indicator within the seven elements will be scored on a 1-4 scale and we will arrive at a total average rubric score of 1-4 which will then be converted to a 0-60 HEDI score. Attached is the conversion chart for the 60 points.*

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

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

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

In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher describes orally and in writing the extent to which individual students follow the general patterns and how 21st Century Skills fit into this knowledge base.

Teacher creates lesson plans that are appropriate to the developmental needs of students and meet the student learning differences and needs of each individual student.

Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student. Teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students. Students suggest specific strategies that help them achieve the outcomes of the lesson and teacher supports the students' suggestions.

Teacher cites current research to explain instructional decisions and seeks out additional research to inform practice.

Teacher varies or modifies instruction to meet the diverse learning needs of each student. Students suggest ways in which the lesson might be modified to advance their own learning and teacher acknowledges the suggestion.

Teacher plans instruction to address the strengths, interests, and experiences of each student and is able to adapt the lesson as needed.

Teacher communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians initiate communication.

Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction, reflecting a deep understanding of the school community. Teacher continuously seeks additional information to impact instruction.

Teacher considers students' personal and family experiences when discussing content by incorporating multiple perspectives. Students are supported by the teacher to share their personal perspective as it relates to the content.

Teacher uses available technological tools and communication strategies to engage each student. Teacher's knowledge of 21st Century Skills is current and

embedded in the communication strategies. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.

Teacher understands key concepts and themes in the discipline and how they relate within and outside of the discipline.

Teacher understands the importance of students being cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the discipline.

Teacher understands current content-related pedagogy and seeks out new developments to enhance practice. Teacher understands the learning standards, relates standards to one another, and connects them to 21st Century Skills.

Teacher plans all instruction to facilitate students' ability to develop diverse social and cultural perspectives. The perspectives are connected to a sequence of learning both in the discipline and related disciplines and align with 21st Century Skills.

Teacher provides on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills. The teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration.

Teacher creates regular opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. Teacher seeks student input prior to planning such learning experiences. Teacher uses several differentiated instructional strategies to design learning experiences that reflect the experiences, strengths and learning needs of all students. Instruction is differentiated, as appropriate, for individual learners and incorporate 21st Century Skills. Teacher plans alternate strategies to adapt instruction in anticipation of various levels of student understanding.

Teacher makes frequent and appropriate connections between the content and students' life experiences. Teacher includes suggestions offered by students.

Teacher designs frequent learning experiences that engage students in challenging, self-directed learning. Teacher seeks student input in the design of such experiences.

Teacher designs all learning experiences that are aligned with learning standards.

Teacher is able to articulate how the learning objectives are aligned with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21st Century Skills. Students suggest additional ways in which to demonstrate their

learning.

Teacher uses individual students' responses to questions, discussion, and other work, and routinely considers common misconceptions when planning instruction. Teacher designs learning experiences that connect prior content knowledge to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines. Teacher plans the use of physical space to meet all learner needs and curricular goals. Teacher acknowledges student suggestions for physical space.

Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to support complex understanding of subject matter.

Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals.

Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.

Teacher implements all learning experiences that are aligned with learning standards.

Teacher uses multiple research-based instructional practices. Teacher seeks out the newest research to deepen and expand instruction.

Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.

Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.

Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Students formulate many questions to advance their understanding. Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.

Teacher's spoken and written language is correct and expressive. Graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content.

Teacher articulates high expectations for all students, and differentiates instruction to ensure that all students meet

the expectations.

Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria and exemplars as models. Students have created or analyzed the success criteria with the teacher.

Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources, soliciting additional resources from colleagues and/or the community.

Teacher uses instructional strategies that motivate and engage all students in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are differentiated, as appropriate, for individual and diverse learners.

Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. Students suggest instructional strategies that will help them demonstrate their own learning.

The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. Students themselves ensure that all voices and ideas are heard in the discussion.

Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and use available technology in alignment with 21st Century Skills. Students initiate collaborative, problem-solving opportunities.

Teacher always uses formative assessment to immediately inform instruction. Teacher monitors the progress of individual students and uses a variety of formative assessments to adjust and differentiate instruction to meet individual needs.

Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students make use of the feedback in their learning.

Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.

Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free taking learning risks.

Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.

Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and assume and demonstrate personal responsibility.

Teacher creates an environment where all students are expected to express their ideas, take initiative and have high expectations for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.

Teacher conveys genuine enthusiasm for learning. Students – through their curiosity, initiative, and active participation – demonstrate enthusiasm for learning. Students are cognitively engaged and striving to meet challenging learning goals.

Teacher consistently promotes a sense of pride in student work or accomplishment. Student work demonstrates innovation, flexibility, originality and perseverance in their work.

The teacher and students have established standards of conduct. They are clear to all students and appear to be internalized.

Teacher's routines, procedures, and transitions are seamless, with students assuming responsibility in ensuring their efficient operation.

Teacher's grouping results in small group work being well organized and students are productively engaged at all times, with students assuming responsibility for productivity. Students work independently and collaboratively to accomplish goals. Student behavior is consistently polite and respectful.

Teacher has organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. Students adjust the resources to advance their learning.

Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, and supports their contributions to a productive learning environment.

Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures.

Teacher regularly and skillfully uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.

Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance. Students

participate in documenting their own performance.

Teacher designs all assessments to align with curricular and instructional goals and to accurately determine mastery of each student's skills and knowledge.

Teacher consistently implements required assessment accommodations and/or modifications. Teacher works with specialists as necessary to ensure accommodations and/or modifications to meet student needs.

Teacher analyzes data accurately to monitor student progress and design differentiated instruction.

Teacher regularly uses feedback and assessment data to set goals with students and to design differentiated instruction; students self-monitor their progress towards their goals.

Teacher regularly engages students in self-assessment of their learning goals, strategies, or outcomes and suggests next steps for achieving the learning goals.

Teacher provides appropriate information about and accurate interpretation of various assessment data. Students contribute information and interpretation of data.

Teacher demonstrates understanding of student assessment measures and grading procedures as means of monitoring progress for individual students.

Teacher develops a comprehensive plan for an overall assessment system in which formative and summative data is used to inform instruction. The system is reviewed regularly, and adjustments are made as needed. Teacher communicates purposes of assessments, the assessment criteria, and the parameters for success clearly to all students. Students are able to explain purposes and criteria to others.

Teacher prepares students for assessment formats using authentic curriculum and appropriately modifies assessments and/or testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure modifications meet individual student needs.

Teacher equips students with multiple assessment skills and strategies. Students independently apply the skills and strategies.

Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.

Teacher is proactive in advocating for students' needs, and in seeking out resources when necessary.

Teacher consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines.

Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement.

Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy, practices and the school and district mission and vision. The teacher is aware of and actively promotes the school and district mission and vision, and strives to help others understand them.

Teacher proactively collaborates with teammates to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues.

Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.

Teacher regularly engages individual families, guardians/ caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation. Teacher establishes processes that enable and encourage regular, two-way communication. Students facilitate communication between the family and school. Discussions are frequent, respectful, and sensitive to cultural norms.

Teacher's system for collecting and maintaining required data is highly effective and accurate with students contributing to its operation and maintenance as appropriate.

Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is exemplary; ensuring that student learning is always a priority.

Teacher always maintains classroom and school resources and materials. Students contribute to their maintenance as appropriate.

Teacher actively volunteers to participate in school and district events, and sometimes assumes a leadership role. Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders.

Teacher models the maintenance of confidentiality regarding student records and information in a professional manner.

Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and models appropriate reporting.

Teacher always adheres to board policies, district procedures, and contractual obligations, and actively advocates compliance.

Teacher accesses information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities, and serves as a resource to others.

Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.

Teacher reflects on prior experiences and acknowledges how those experiences may bias professional practice, and identifies necessary steps to address any biases. Teacher regularly uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.

Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Personal goals are well formulated and improve teaching and learning. Goals are well formulated with specific student learning needs.

Teacher regularly seeks out and engages in opportunities for professional growth and development. Teacher provides professional development and/or support for others.

Teacher regularly gives, receives, and reflects upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner. Teacher encourages and engages in peer assessment to improve professional practice. Teacher actively and consistently collaborates with peers to improve professional practice. Teacher assumes leadership roles and works to improve practice on the team.

Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning. Teacher plays leadership role with peers in promoting relevant resources.

Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research based upon new learning.

Teacher describes orally and in writing an accurate knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.

Teacher uses available technological tools and communication strategies to engage most students, and to

Effective: Overall performance and results meet NYS Teaching Standards.

assist them in becoming critical users of quality information. Teacher's knowledge of 21st Century Skills is current and embedded in the communication strategies.

Teacher creates lesson plans that are appropriate to the developmental needs of students and meet the student learning differences and needs of groups of students.

Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students. Teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students.

Teacher cites current research to explain instructional decisions.

Teacher varies or modifies instruction to meet the diverse learning needs of most students.

Teacher plans instruction to address the strengths, interests, and experiences of most students.

Teacher regularly communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is frequent and uses multiple modes of contact to accommodate the needs of the family.

Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction reflecting a deep understanding of the school community.

Teacher considers students' personal and family experiences when discussing content by incorporating multiple perspectives.

Teacher understands key concepts and themes in the discipline and can relate them to one another.

Teacher understands the importance of students being cognitively engaged in their use and comprehension of key disciplinary language.

Teacher understands current content-related pedagogy. Teacher understands the learning standards and relates standards to one another.

Teacher plans most instruction to facilitate students' ability to develop diverse social and cultural perspectives. Teacher incorporates perspectives from a variety of disciplines and embeds interdisciplinary skills in instruction to align with 21st Century Skills.

Teacher provides frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills. The teacher models effective interpersonal skills.

Teacher creates regular learning experiences for students

to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

Teacher uses several differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students with some differentiation for different groups of students and awareness of 21st Century Skills. Teacher plans several alternate strategies to adapt instruction as needed. Teacher makes frequent, appropriate connections between the content and students' life experiences.

Teacher designs frequent learning experiences that engage students in challenging self-directed learning.

Teacher designs most learning experiences that are aligned with learning standards.

Teacher is able to articulate how the learning objectives align with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21st Century Skills.

Teacher uses students' responses to questions, discussion, and other work, and considers common misconceptions when planning instruction.

Teacher designs learning experiences that connect prior content knowledge to new learning within and across disciplines.

Teacher plans the use of physical space to meet all learner needs and curricular goals.

Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to extend and apply learning in the lesson beyond communication and completion of classroom assignments.

Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.

Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs.

Teacher implements most learning experiences that are aligned with learning standards.

Teacher uses multiple research-based instructional practices.

Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.

Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.

Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Teacher responds to students' questions/ comments. Responses challenge student thinking.

Teacher's spoken and written language is clear and correct. Graphic methods are used regularly to enhance content understanding

Teacher articulates high expectations for all students. Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.

Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.

Teacher uses instructional strategies that are appropriate to all students and to the instructional outcomes, and strategies motivate and represent significant cognitive challenge and promote an awareness of 21st Century Skills.

Teacher incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.

The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view.

Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and to use available technology in alignment with 21st Century Skills.

Teacher frequently uses formative assessment to immediately inform instruction. Teacher monitors the progress of students, using assessment data. Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning. Teacher uses student progress to immediately adjust the pace, focus or delivery of instruction.

Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free taking learning risks.

Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the age and cultures of the students.

Teacher creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement.

Teacher conveys enthusiasm for learning and students demonstrate consistent commitment to its value. Students are cognitively engaged in appropriately challenging learning.

Teacher consistently promotes a sense of pride in student work or accomplishment. Students accept the teacher's insistence on work of high quality and demonstrate perseverance.

The teacher has established standards of conduct and they are clear to all students.

Teacher's routines, procedures, and transitions occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction. Teacher's grouping results in small group work being well organized and most students are productively engaged in learning while unsupervised by the teacher. Student behavior is generally polite and respectful.

Teacher has organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. The resource arrangement supports the learning activities.

Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. Teacher consistently implements classroom safety procedures.

Teacher frequently uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.

Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance.

Teacher designs most assessments to align with curricular and instructional goals and to accurately determine mastery of student skills and knowledge.

Teacher consistently implements required assessment accommodations and/or modifications.

Teacher analyzes data accurately to monitor student progress and inform instruction.

Teacher frequently uses feedback and assessment data to set goals with students and to design differentiated instruction.

Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes.

Teacher provides appropriate information about and accurate interpretation of various assessment data.

Teacher demonstrates understanding of student assessment measures and grading procedures as a means of monitoring student progress.

Teacher develops a plan for an overall assessment system in which formative and summative data is used to inform instruction.

Teacher communicates purposes of assessments, the assessment criteria, and the parameters for success, and the explanation is clear to most students.

Teacher prepares students for assessment formats using authentic curriculum and appropriately modifies assessments and/or testing conditions for students with exceptional learning needs. Teacher frequently seeks out specialists to ensure modifications meet individual student needs.

Teacher equips students with several assessment skills and strategies. Students apply the skills and strategies when coached by teacher.

Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior.

Teacher consistently advocates to meet the students' needs.

Teacher consistently complies with and advocates for the ethical use of information and information technology. Teacher consistently completes training to meet State and local requirements.

Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy practices, and the school and district mission and vision. The teacher supports the vision and mission for the purpose of school improvement.

Teacher collaborates with teammates to support high expectations for student learning. Teacher regularly shares information and/or best practices with colleagues to improve practices with colleagues to improve practice and to support high expectations for student learning. Teacher frequently collaborates with the larger community to access and share learning resources.

Teacher frequently engages with families, guardians/ caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement.

Teacher regularly communicates expectations, student performance or progress. Discussions are frequent, respectful and sensitive to cultural norms.

Teacher collects required data that is timely and

accurately maintained.

Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is regular and professional, ensuring uninterrupted student learning.

Teacher regularly maintains classroom and school resources.

Teacher regularly participates in school and district events.

Teacher knowledgeably communicates relevant regulations and policies to stakeholders.

Teacher maintains confidentiality regarding student records and information in a professional manner.

Teacher always reports instances of child abuse, safety violations, bullying and other concerns.

Teacher adheres to board policies, district procedures, and contractual obligations.

Teacher accesses information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.

Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.

Teacher reflects on prior experiences, and acknowledges how those experiences may bias professional practice. Teacher uses reflection and other information to identify strengths and weaknesses to plan professional growth.

Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Goals are well formulated and improve teaching and learning.

Teacher regularly engages in opportunities for professional growth and development.

Teacher regularly gives, receives and acts upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive

Teacher regularly collaborates with peers to improve professional practice

Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning.

Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.

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

Teacher describes orally and in writing some knowledge of the developmental characteristics of the age group.

Teacher creates lesson plans that are generally appropriate to the developmental needs of students and meet the student learning needs of groups of students.

Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students. Teacher is able to adjust instruction by implementing one or two additional strategies.

Teacher cites limited or dated research to explain instructional decisions.

Teacher varies or modifies instruction to meet the diverse learning needs of some students.

Teacher plans instruction to address the strengths, interests, and experiences of some students.

Teacher occasionally communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally modified to meet the needs of the family.

Teacher incorporates general knowledge of the school community when planning and implementing instruction.

Teacher considers students' personal and family experiences when discussing content by incorporating more than one perspective.

Teacher uses available technological tools and communication strategies to engage some students and/or to assist them in becoming critical users of quality information. Teacher's knowledge of 21st Century Skills is rudimentary.

Teacher has a rudimentary understanding of key concepts and/or themes in the discipline.

Teacher understands the importance of students using and comprehending key disciplinary language.

Teacher has a limited understanding of current content-related pedagogy.

Teacher has a limited understanding of the learning standards.

Teacher plans some instruction to facilitate students' ability to develop diverse social and cultural perspectives.

Instruction may or may not be aligned with 21st Century Skills.

Teacher provides occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving.

Teacher creates occasional learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems

Teacher uses few differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students. Teacher plans an alternate strategy to adapt instruction if needed.

Teacher attempts to make connections between the content and students' life experiences; some connections may be inappropriate.

Teacher designs limited learning experiences that engage students in self-directed learning.

Teacher designs some learning experiences that are aligned with learning standards.

Teacher is able to articulate how some learning objectives are aligned with learning standards and has designed some opportunities for students to achieve the learning goals.

Teacher uses students' responses to questions, discussion or other work, and may or may not consider common misconceptions when planning instruction.

Teacher designs some learning experiences that connect prior content knowledge to new learning.

Teacher plans the use of physical space to meet some learner needs and curricular goals.

Teacher occasionally incorporates available technology in lessons to enhance student learning or technology is used for communication and relatively rote activities.

Teacher considers time allocations, but those times may be either too long or too short to achieve the learning goals.

Teacher selects curricular materials and resources that

align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs.

Teacher implements some learning experiences that are aligned with learning standards.

Teacher uses some research-based instructional practices.

Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.

Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.

Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion.

Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.

Teacher's spoken language is audible, and written language is legible. Both are used correctly. Graphic methods are used occasionally.

Teacher articulates moderate expectations for most or all students or articulates different expectations for different groups of students.

Teacher articulates how success will be measured; students may be confused about the criteria for success.

Teacher attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.

Teacher uses only some instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge.

Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with partially successful results.

The teacher provides occasional opportunities for students to collaborate with others from diverse groups and/or with opposing points of view.

Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, and problem solve. Teacher and students use the available technology with limited effectiveness.

Teacher occasionally uses formative assessment.  
Teacher monitors student learning unevenly.

Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.

Teacher occasionally uses student progress to adjust the pace, focus or delivery of instruction.

Teacher-student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.

Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment.

Teacher inconsistently addresses inappropriate student interactions.

Teacher inconsistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Teacher conveys importance of learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged.

Teacher inconsistently promotes a sense of pride in student work or accomplishment. Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.

The teacher has established standards of conduct, and most students seem to understand them.

The teacher's routines, procedures, and transitions are somewhat efficient, resulting in some loss of instructional time.

Teacher's grouping results in students in only some groups being productively engaged in learning while unsupervised by the teacher. Student behavior is generally appropriate but occasionally may reflect disrespect for one another.

Teacher has organized the physical environment to adequately accommodate student learning needs. Available resources and technologies are accessible to most students. The resources may be adjusted for a lesson, but with limited effectiveness.

Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers with limited effectiveness.

Teacher inconsistently implements classroom safety procedures.

Teacher occasionally uses appropriate diagnostic and

ongoing formative assessment to establish learning goals and inform instruction.

Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, including available technology, to document student performance.

Teacher designs some assessments that are aligned with curricular and instructional goals and accurately determine mastery of student skills and knowledge.

Teacher inconsistently implements required assessment accommodations and/or modifications.

Teacher analyzes data accurately, but has a rudimentary understanding of the data.

Teacher occasionally uses feedback and assessment data to set goals with students and to design differentiated instruction.

Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes.

Teacher provides appropriate information; interpretation of various assessment data may be rudimentary.

Teacher demonstrates limited understanding of student assessment measures or grading procedures.

Teacher develops a rudimentary plan for an overall assessment system in which formative and summative data can be used to inform instruction.

Teacher communicates purposes of assessments, the assessment criteria or the parameters for success to students, but for some students, the explanation is unclear.

With limited success, teacher prepares students for assessment formats using authentic curriculum and modifies assessments and/or testing conditions for students with exceptional learning needs. Teacher occasionally seeks out specialists to ensure modifications meet individual student needs.

Teacher equips students with some assessment skills and/or strategies. Some students apply the skills and/or strategies when coached by teacher.

Teacher interactions with colleagues, students, families and the public are usually characterized as honest and ethical. Teacher occasionally self-reflects and/or accepts feedback as a way to adjust professional behavior.

Teacher sometimes advocates to meet the needs of students efforts.

Teacher sometimes complies with and advocates for the ethical use of information and information technology.

Teacher inconsistently completes trainings to meet State and local requirements.

Teacher has a general understanding of the school as an organization with an historical, cultural, political and social context, and has a general awareness of the school district mission and vision, but is inconsistent in supporting or promoting the vision and mission.

Teacher inconsistently collaborates with teammates to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning.

Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so.

Teacher occasionally engages with families, guardians/ caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement.

Teacher occasionally communicates expectations, student performance or progress. Discussions are occasionally respectful of and sensitive to cultural norms.

Teacher collects required data, monitoring is required to maintain accuracy.

Teacher usually manages time and/or attendance in adherence with district guidelines. Student learning is not negatively impacted.

Teacher usually maintains classroom and/or school resources and materials.

Teacher occasionally participates in school and district events or does so only when specifically asked or required.

Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.

Teacher inconsistently maintains confidentiality regarding student records and information.

Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.

Teacher usually adheres to board policies, district procedures, and contractual obligations. Teacher may not be fully aware of policies and obligations.

Teacher accesses some information about standards of

practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities. Teacher may be unaware of all available resources.

Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students. Teacher reflects on prior experiences, however may not recognize how those experiences may bias professional practice.

Teacher occasionally uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.

Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice, however goals are poorly formulated and do not improve teaching and learning.

Teacher occasionally engages in opportunities for professional growth and development.

Teacher inconsistently gives or receives constructive feedback to improve professional practice.

Teacher inconsistently collaborates with peers to improve professional practice.

Teacher belongs to relevant professional organizations. Teacher occasionally accesses and/or uses professional resources to increase understanding of teaching and learning.

Teacher acquires a minimal knowledge of current research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice.

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

Teacher is unable to describe orally or in writing the developmental characteristics of the age group.

Teacher does not create lessons that are developmentally appropriate or that address individual student learning needs.

Teacher designs lessons with few strategies that support student learning and language acquisition needs. Teacher does not adjust instruction.

Teacher is unable to cite current research to explain instructional decisions.

Teacher does not vary or modify instruction to meet diverse learning needs of students.

Teacher does not plan instruction to address the strengths, interests, and experiences of students.

Teacher does not communicate directly with student's parents, guardians, and/or caregivers to enhance student learning and/or does not accommodate the communication needs of the family.

Teacher does not incorporate knowledge and understanding of the school community when designing or implementing instruction.

Teacher does not consider students' personal and family experiences when discussing content.

Teacher does not use available technological tools or a variety of communication strategies to engage students or assist them in becoming critical users of quality information. Teacher is unaware of 21st Century Skills.

Teacher does not understand key concepts or themes in the discipline.

Teacher does not understand the importance of students using and comprehending key disciplinary language.

Teacher is not current on content-related pedagogy.

Teacher does not understand the learning standards.

Teacher does not plan instruction that facilitates students' ability to develop diverse social and cultural perspectives. Instruction is not aligned with 21st Century Skills.

Teacher does not provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

Teacher does not create learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

Teacher does not use a range of instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students.

Teacher does not make connections between content and students' life experiences or the connections are insensitive and/or inappropriate.

Teacher does not design learning experiences that engage students in self-directed learning.

Teacher does not design learning experiences that are aligned with learning standards.

Teacher is unable to articulate how learning objectives are aligned with learning standards and/or how students will achieve the learning goals.

Teacher does not use students' responses to questions, discussion or other work nor considers possible misconceptions when planning instruction.

Teacher does not design learning experiences that connect students' prior content knowledge to new learning.

Teacher does not plan the use of physical space to meet learner needs and curricular goals.

Teacher does not understand how technology can enhance student learning or chooses not to use technology even when aware of the benefits.

Teacher does not consider time allocations to achieve learning goals.

Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning needs.

Teacher does not implement learning experiences that are aligned with learning standards.

Teacher does not use research-based instructional practices.

Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.

Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.

Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion.

Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.

Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains errors. Graphic methods are not used or used ineffectively.

Teacher articulates low expectations for most or all students.

Teacher does not articulate how success will be measured; students are unaware of the criteria for success.

Teacher does not challenge or support all students through instructional strategies, learning experiences and/or resources.

Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students.

Teacher adheres rigidly to an instructional approach, even when a change is clearly needed to allow students to demonstrate mastery of learning outcomes.

The teacher provides few opportunities for students to collaborate with others.

Teacher provides few opportunities in written or oral format for students to synthesize, think critically, or problem solve. The teacher does not use the available technology to support instruction.

Teacher does not use formative assessment during instruction and does not monitor student learning.

Teacher's feedback to students is limited, infrequent and/or irrelevant.

Teacher does not use student progress to adjust the pace, focus, or delivery of instruction.

Teacher interaction with at least some students is inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.

Teacher ignores diversity in the classroom and does not use it to support the learning environment.

Teacher does not address student interactions that are inappropriate and disrespectful.

Teacher discourages students from expressing their ideas, and/or initiating their own learning and achievement. Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged in learning.

Teacher does not promote a sense of pride in student work or accomplishment. Students are not motivated to complete work or are unwilling to persevere.

The teacher has not established standards of conduct, or students are confused by the standards.

The teacher's routines, procedures, and transitions are chaotic, with much instructional time being lost between activities or lesson segments.

Teacher's grouping results in students who are not working with the teacher, are not productively engaged in learning and/or exhibit disrespect to the teacher and/or other students.

Teacher has not organized the physical environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources.

Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers.

Teacher does not know, or knows but does not implement classroom safety procedures.

Teacher does not use appropriate diagnostic or ongoing formative assessment to establish learning goals or to inform instruction.

Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, including available technology, to document student performance. Teacher designs assessments that are not aligned with curricular and instructional goals and do not accurately determine mastery of student skills and knowledge.

Teacher does not implement required assessment accommodations and/or modifications.

Teacher does not analyze assessment data or analyzes it inaccurately.

Teacher does not use feedback or assessment data to set goals with students or to design differentiated instruction.

Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes.

Teacher does not provide appropriate information about or interpretation of various assessment data.

Teacher demonstrates little understanding of student assessment measures, or grading procedures.

Teacher does not have an overall assessment system in which formative and/or summative data is used to inform instruction.

Teacher does not communicate purposes of assessments, the assessment criteria or the parameters for success to students.

Teacher does not prepare students for assessment formats using authentic curriculum and/or does not appropriately modify assessments or testing conditions for students with exceptional learning needs. Teacher rarely seeks out specialists to ensure modifications to meet individual student needs.

Teacher does not equip students with assessment skills and/or strategies.

Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not self-reflective and/or unreceptive to feedback as a way to adjust professional behavior.

Teacher does not advocate to meet the needs of students resulting in some students or groups being ill served.

Teacher does not comply with or advocate for the ethical use of information or information technology.

Teacher does not complete training to meet State and local requirements.

Teacher fails to understand or acknowledge the school's historical, cultural, political or social context. Teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission.

Teacher makes no effort to collaborate with teammates or to share information and/or best practices with colleagues to support high expectations for student learning.

Teacher does not collaborate with the larger community to access and/or share learning resources.

Teacher does not engage with families, guardians/caregivers to share information to involve families in the instructional program or to enhance student development and achievement.

Teacher rarely or does not communicate expectations, student performance, or progress, and/or discussions are addressed in a manner that is insensitive, negative, or blaming.

Teacher does not collect required data and/or records are in disarray, incomplete, or error-filled.

Teacher does not manage time and/or attendance in adherence with district guidelines, negatively impacting student learning.

Teacher does not maintain classroom and/or school resources and materials.

Teacher does not participate in school and district events.

Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.

Teacher does not maintain confidentiality regarding student records or information.

Teacher does not report instances of child abuse, safety violations, bullying or other concerns.

Teacher does not adhere to board policies, district procedures, and/or contractual obligations.

Teacher does not access information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.

Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.

Teacher does not recognize or acknowledge how prior

experiences may bias their professional practice.

Teacher rarely uses reflection or other information to identify strengths and weaknesses to plan professional growth.

Teacher does not set goals to enhance personal strengths or address personal weaknesses in teaching practice.

Teacher does not engage in opportunities for professional growth and development.

Teacher does not give or receive constructive feedback to improve professional practice.

Teacher does not collaborate with peers, or interactions are negative.

Teacher does not belong to any relevant professional organizations. Teacher does not access and/or use professional resources to increase understanding of teaching and learning.

Teacher does not expand knowledge of current research in curriculum, instruction, and assessment methods.

Provide the ranges for the 60-point scoring bands.

|                  |       |
|------------------|-------|
| Highly Effective | 56-60 |
| Effective        | 46-55 |
| Developing       | 27-45 |
| Ineffective      | 0-26  |

#### 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    | 2 |
| 4.6) Observations of Probationary Teachers   Informal/Short | 4 |
| 4.6) Observations of Probationary Teachers   Enter Total    | 6 |

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 | 2 |
| 4.7) Observations of Tenured Teachers   Total          | 3 |

By trained in-school peer teachers or other trained reviewers

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

Independent evaluators

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

Will formal/long observations of 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, May 02, 2012

Updated Wednesday, August 15, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness (60 points)**

**Overall Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

|                  |       |
|------------------|-------|
| Highly Effective | 56-60 |
| Effective        | 46-55 |
| Developing       | 27-45 |
| Ineffective      | 0-26  |

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness  
(60 points)**

**Overall  
Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Wednesday, May 02, 2012  
Updated Thursday, October 25, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

*assets/survey-uploads/5265/123836-Df0w3Xx5v6/TIP Form 7 24 12 (2).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:

#### *APPR Evaluation Appeals*

1. Within ten (10) school days of the receipt of a teacher's annual evaluation, the teacher may request, in writing, review by the Superintendent of Schools or his/her designee.

2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge the substance of the annual professional performance review and the School District's issuance and/or implementation of the terms of the teacher improvement plan issued to a teacher rated "ineffective". Procedural issues respecting observation and evaluation arising under the parties' prior and current collective bargaining agreements, together with observation and evaluation procedures contained in the APPR plan previously required by 8 NYCRR 100.2 that were previously incorporated into the parties' labor agreement for the period 7/1/2008 to 6/30/2012, and which remain in effect respecting those teachers not subject to 8 NYCRR 30.2, and procedural issues respecting observation and evaluation under the APPR Plan finally adopted by the Board of Education shall not be the subject of an appeal hereunder and shall be processed as a contract grievance to the extent that the same does not conflict with the APPR plan that will be adopted by the Board of Education pursuant to 8 NYCRR 30.2.

3. Within ten school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, respecting the appeal.

The determination of the Superintendent of Schools or his/her designee shall not be grievable, arbitral, nor subject to any review in any forum, whatsoever, except as otherwise provided by law and regulation.

4. A performance rating of "ineffective" is the only rating subject to appeal by the probationary or tenured teacher. Teachers who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating. Nothing in this appeal process shall be construed to alter or diminish the authority of the Board of Education to terminate probationary teachers or deny tenure to a probationary teacher during the pendency of an appeal pursuant to this process for reasons other than the APPR rating that is subject of an appeal.

5. Authority of Arbitrator:

a. Any arbitrator appointed pursuant to this contract shall be wholly without authority and jurisdiction to consider any appeal of any unit member's APPR evaluation except as provided in sub paragraph h (2) herein. However, the arbitrator may hear any claimed breach of a contract provision related to observation or evaluation, or any claimed breach of the APPR plan adopted pursuant to 8 NYCRR 30.2, approved by the Board of Education.

b. Nothing contained in this labor agreement shall conflict with, nor be determined to conflict with, 8 NYCRR 30.2 of the Regulations of the Commissioner of Education which have been and may hereafter be issued, nor with the provisions of Section 3012-c of the Education Law of the State of New York, and any amendments thereto, nor with any provisions of the APPR plan which has been adopted and approved by the Board of Education.

c. The substance of an APPR evaluation shall not be subject to the Contract's grievance procedure. Accordingly, an arbitrator appointed to this Contract shall be wholly without authority and jurisdiction to consider the substance of an appeal of any unit members APPR evaluation. An appeal of an APPR evaluation on procedural grounds, as set forth in subsection g (2) below, is and will be subject to the Contractual grievance procedure. Appeal of the substantive aspects of an APPR evaluation is within the sole jurisdiction of the Superintendent of Schools as set forth in subsection (h) 2.

d. Evaluations of Pre Kindergarten teachers, guidance counselors, school psychologists, social workers and nurses are not subject to and covered by the APPR Plan. Accordingly, an employee in any of these titles who wishes to challenge any aspect of their evaluation must do it through the Contractual grievance procedures.

e. If it is determined by a final court of competent jurisdiction that a conflict exists between the Memorandum of Agreement and the final APPR Plan adopted by the Board of Education, with 8 NYCRR 30.2 of the regulations of the Commissioner of Education or the law of the State of NY, the law and aforesaid regulations shall govern.

f. The Superintendent in formulating recommendations to the Board of Education respecting the award of tenure, or the termination of the services of a probationary employee during the probationary term, or in reaching a decision not to recommend the grant of tenure at the end of a probationary employee's term of appointment, shall consider APPR evaluations as a significant factor. The foregoing shall not be applicable to the termination of a teacher for an act of misconduct or insubordination.

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

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

All Teacher Lead Evaluators will be attending an initial five day observation training with Duffy Miller, of Teaching Learning Solutions (TLS), who will be facilitating the workshop.

*The workshop is an intense week of training during which each administrator will focus on building observation skills in the collection of observation evidence, and in assessing teachers' effectiveness using the NYS Teaching Standards and TED rubric.*

*During the training, Teacher Lead Evaluators will receive two emails each day; the first will contain e-copies of the materials that will be used during the day's observation (lesson plans, teacher's reflection, and evidence collection templates, and a second email containing a link to the survey tool that will be used to score the teachers' practice which will demonstrate inter-rater reliability.*

*During the week's training administrators will share their work with their colleagues, submit work to be assessed, and score teachers' practice to determine the degree to which our district's scores attain a level of accuracy. The feedback each administrator will receive will be formative, and is meant to help each administrator improve his/her practice.*

*At the conclusion of the week, each administrator will complete the calibration assessment to demonstrate inter-rater reliability among the observers. Following the training, the administrators will each receive an individual report that will detail how they scored on the three observer skill areas assessed, and the degree to which the scores were accurate when compared to the master scores of the videos. Additionally, there will be multiple opportunities to build skills and score teachers' practice throughout the year.*

*We will be using a model that has both individual reports for participants, and group analysis for the district. This will allow us, as a district, to determine inter-rater agreement and more importantly inter-rater reliability.*

*Throughout the year, the administrators will meet frequently to participate in further calibrations as yet another measure of reliability. Based on the results of the data, there will be specific follow up options in areas of need. Recertification will occur regularly every summer.*

#### *Overall Assessment Rating*

*Certified - Observers who are fully certified are ready to do field observations with teachers. However, ongoing practice for these observers to ensure calibration will occur. (Observers attaining this level of proficiency have demonstrated skills and accuracy above that which was used for the Measuring Effective Teaching (MET) study as cited in TLS training).*

*Initially Certified - Observers receiving 'initially certified' status are ready to observe teachers in the field, but additional coaching will be provided in the areas as indicated in the calibration report. (Observers attaining this level of proficiency have demonstrated skills and accuracy above that which was used for the Measuring Effective Teaching (MET) study as cited in TLS training).*

*Not Yet Certified - If a participant receives an overall rating of 'not yet certified,' the TLE will not do any observations until he/she receives additional training and support. (Observers attaining this level of proficiency have NOT demonstrated skills and accuracy above that which was used for the Measuring Effective Teaching (MET) study as cited in TLS training).*

#### *Individual Skill Ratings*

*TLS gives ratings for two skill areas as well as three measurements of accuracy. The individual scores allow each observer to strategically focus on areas of the greatest need. The overall assessment rating is determined through a metric that brings together each of the individual scores.*

*The overall assessment rating provides information to help improve observation skills and accuracy when assessing teacher effectiveness.*

## 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 | Checked |

|  |         |
|--|---------|
| the last school day of the school year for which the teacher or principal is being measured.   |         |
| 6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.                                   | Checked |
| 6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.   | Checked |
| 6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.  | Checked |
| 6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal. | Checked |

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, May 02, 2012  
Updated Friday, December 14, 2012

## Page 1

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

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

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

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

|               |
|---------------|
| (No response) |
| 1-5           |
| 2-5           |
| 6-8           |
| 9-12          |
| (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                           |
|---|---|--|
| Heights Elementary School<br>K/1 building | District, regional, or<br>BOCES-developed | Roslyn Developed K/1 ELA and Math<br>Assessments |
|   | State assessment                          |  |

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

|  |  |
|--|--|
| Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below. | <p>The SLOs for the principal in the K/1 primary school will utilize Roslyn Developed K ELA and Math assessments in Fall and Spring .</p> <p>The same assessments will be used across all classrooms in the same grade level. Growth targets will be set by the principal in consultation with the district office, based on the pretest. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The principal can achieve all scale points from 0 to 20.</p> |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).                        | See attached chart   |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).  | See attached chart   |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).                                     | See attached chart   |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).                               | See attached chart   |

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

*assets/survey-uploads/5365/123839-lha0DogRNw/HTS PRINCIPAL Growth 20% HEDI CHART\_2.docx*

## 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.

n/a

## 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:<br><a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .                    | Checked |
| 7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction. | Checked |
| 7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.   | Checked |
| 7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.  | Checked |

# 8. Local Measures (Principals)

Created Wednesday, May 02, 2012

Updated Wednesday, December 12, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---------------------|---|---|
| K-5                 | (a) achievement on State assessments                    | Grades 3, 4, and 5 ELA and Math State Assessments   |
| 6-8                 | (a) achievement on State assessments                    | Grades 6, 7 and 8 ELA and Math State Assessments  |
| 9-12                | (a) achievement on State assessments                    | The average of the five Core Regents (Living Environment, Geometry, Global , American History, English) |
|                     |   |   |
|                     |   |   |

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.           | <p>Principals grades K-8: HEDI points will be allocated to a principal based on the percentage of students achieving proficiency or better on this year's state assessments in ELA and Math as compared to the state's passing rate.</p> <p>Principal 9-12: HEDI points will be allocated to a principal based on the percentage of students achieving proficiency or better on this year's state five Core Regents Exams in Geoetry, Living Environment, Global 2, American History and English as compared to the state average on the Core Regents Exams in Geoetry, Living Environment, Global 2, American History and English .</p> |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached chart.  |

|  |                     |
|--|---------------------|
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.             | See attached chart. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.       | See attached chart. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached chart. |

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

*(No response)*

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

*assets/survey-uploads/5366/123840-qBFVOWF7fC/MS PRINCIPAL 6-8 (15%) ACHIEVEMENT HEDI CHART.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-1                 | (a) achievement on State assessments                    | Grades 3, 4, and 5 ELA and Math State Assessments |
|                     |   |   |
|                     |   |   |
|                     |   |   |
|                     |   |   |
|                     |   |   |

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.           | HEDI points will be allocated to a principal based on the percentage of students achieving proficiency or better on this year's state assessments in ELA and Math as compared to the state's average. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See attached chart.   |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | See attached chart.   |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.              | See attached chart.   |

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

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/5366/123840-T8MIGWUVm1/HTS PRINCIPAL (20%) ACHIEVEMENT HEDI CHART\_1.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.

*n/a*

### 8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

*(No response)*

### 8.5) Assurances

Please check all of the boxes below:

|  |       |
|--|-------|
| 8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent  | Check |
| 8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.  | Check |
| 8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.  | Check |
| 8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.  | Check |
| 8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction. | Check |
| 8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.  | Check |
| 8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.   | Check |

---

8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing. Check

---

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent. Check

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, May 02, 2012

Updated Wednesday, November 21, 2012

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## 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] | 56 |
|---|----|

|  |   |
|--|---|
| 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. | 4 |
|--|---|

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) |

## 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.

*Utilizing the Multidimensional rubric the following 60 points will be assigned as follows:*

*Domain 1, 3, 4, 5, 6, receives up to 9 points each*

*Domain 2 receives up to 11 points*

*Goal Setting and attainment component will receive up to 4 points allocated through the rubric*

*Principals will be observed a minimum of three times per year and assessed in each domain. Points will be assigned for achievement in each domain up to the point level noted above.*

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/5143/123841-pMADJ4gk6R/9.7 Multidimensional HEDI rubric\_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.

|   |  |
|---|--|
| Highly Effective: Overall performance and results exceed standards. | A highly effective rating is achieved by demonstrating exemplary performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of highly effective will range from 58 to 60 points. |
| Effective: Overall performance and results meet standards.          | An effective rating is achieved by demonstrating strong performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and   |

|  |  |
|--|--|
|  | political, social, economic, legal and cultural context. The overall composite score for a rating of effective will range from 49 to 57 points.  |
| Developing: Overall performance and results need improvement in order to meet standards. | A rating of developing is achieved by demonstrating a need for improvement in performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of developing will range from 37 to 48 points |
| Ineffective: Overall performance and results do not meet standards.                      | An ineffective rating is achieved by poor performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of ineffective will range from 0 to 36 points.                                    |

Please provide the locally-negotiated 60 point scoring bands.

|                  |       |
|------------------|-------|
| Highly Effective | 58-60 |
| Effective        | 49-57 |
| Developing       | 37-48 |
| Ineffective      | 0-36  |

## 9.8) School Visits

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

### **Probationary Principals**

|                                  |   |
|----------------------------------|---|
| By supervisor                    | 1 |
| By trained administrator         | 2 |
| By trained independent evaluator | 0 |
| Enter Total                      | 3 |

### **Tenured Principals**

|               |   |
|---------------|---|
| By supervisor | 1 |
|---------------|---|

|                                  |   |
|----------------------------------|---|
| By trained administrator         | 2 |
| By trained independent evaluator | 0 |
| Enter Total                      | 3 |

# 10. Composite Scoring (Principals)

Created Wednesday, May 02, 2012

Updated Wednesday, September 19, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

|                  |       |
|------------------|-------|
| Highly Effective | 58-60 |
| Effective        | 49-57 |
| Developing       | 37-48 |
| Ineffective      | 0-36  |

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, May 02, 2012

Updated Wednesday, September 19, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/123843-Df0w3Xx5v6/11.3 REVISED Review Room TIP 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:

*Roslyn School District  
Principal APPR Appeal Process*

*CHALLENGES IN AN APPEAL:*

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

*(1) The procedures of the annual professional performance review;*

- (2) The school district's adherence to the standards and methodologies required for such reviews;
- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) The school district's issuance and/or implementation of the terms of the improvement plan.

#### **RATINGS THAT MAY BE APPEALED:**

A performance rating of "ineffective" is the only rating subject to appeal by the probationary or tenured Principal. Principals who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating. An appeal may only be initiated once a Principal receives the overall composite score and rating. The evaluated Principal may only challenge the substance of the annual professional performance review and the School District's issuance and/or implementation of the terms of the Principal improvement plan issued to a Principal rated ineffective.

#### **TIME FRAME FOR FILING APPEAL**

All appeals shall be filed in writing to the Superintendent of Schools or his/her designee. The act of mailing the appeal shall constitute filing. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the Principal receives his/her final and complete annual professional performance review.

#### **DECISION**

The parties agree that in the context of any appeal filed by a Principal pursuant to Section 3012-c of the Education Law, Dr. Dan Brenner shall render a final and binding determination, in writing, respecting the appeal within 15 days. Dr. Dan Brenner's determination shall not be grievable, arbitrable, nor reviewable in any other forum. In the event that someone other than Dr. Brenner is appointed to the position of Superintendent of Schools, this provision shall be null and void and the parties shall immediately renegotiate to mutually select the new final arbiter for the appeals process. Notwithstanding the foregoing, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law 3020-a.

#### **OTHER**

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

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

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

*All Lead Evaluators and Evaluators will be attending multiple training sessions with Joanne Picone-Zocchia, author of the multidimensional rubric.*

*Lead Evaluators and Evaluators training will focus on building observation skills in the collection of observation evidence, and in assessing principals' effectiveness using the ISLLC Standards and multidimensional rubric. Lead Evaluators will look at principal planning, principal reflection, and evidence collection templates. Lead Evaluators will practice using the the rubric to score the principals' practice which will demonstrate inter-rater reliability.*

*Lead Evaluators will share their work with their colleagues, submit work to be assessed, and score principals' practice to determine the degree to which our district's scores attain a level of accuracy.*

*Throughout the year , the Lead Evaluators will meet frequently to participate in further calibrations as yet another measure of reliability. Lead evaluators will receive training in the observation process multiple times a year with individuals experienced the MPPR rubric and ISLLC Standards. ongoing yearly training will occur toward recertification.*

## **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 | Checked |
|---|---------|

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Wednesday, May 02, 2012

Updated Wednesday, December 12, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/123844-3Uqgn5g9Iu/Certification Form 12-12-12.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.

**Growth Model (20%)**  
**Non Tested K-12 Teachers**

**Grades K-12 School Wide Student Learning Objectives as Comparable Growth Measure for  
Untested Teachers**

| <b>Percentage of Students Meeting Target</b> | <b>Percentage Range</b> | <b>Points</b> | <b>HEDI Catagories</b> |
|--|-------------------------|---------------|------------------------|
| 100%   | 99% to 100%             | 20            | Highly Effective       |
| 97%  | 97% to 98%              | 19            |                        |
| 94%  | 94% to 96%              | 18            |                        |
| 91%  | 91% to 93%              | 17            | Effective              |
| 88%  | 88% to 90%              | 16            |                        |
| 85%  | 85% to 87%              | 15            |                        |
| 82%  | 82% to 84%              | 14            |                        |
| 79%  | 79% to 81%              | 13            |                        |
| 76%  | 76% to 78%              | 12            |                        |
| 73%  | 73% to 75%              | 11            |                        |
| 70%  | 70% to 72%              | 10            |                        |
| 67%  | 67% to 69%              | 9             |                        |
| 60%  | 60% to 66%              | 8             |                        |
| 52%  | 52% to 59%              | 7             |                        |
| 45%  | 45% to 51%              | 6             |                        |
| 37%  | 37% to 44%              | 5             |                        |
| 30%  | 30% to 36%              | 4             |                        |
| 22%  | 22% to 29%              | 3             |                        |
| 15%  | 15% to 21%              | 2             | Ineffective            |
| 7%   | 7% to 14%               | 1             |                        |
| 0%   | 0% to 6%                | 0             |                        |

**Achievement Model (15%)**  
**Teachers 4-8 ELA and Math**

**Grades 4-8 ELA and Math Teachers**

| <b>Grades 3-8 ELA and Math Averaged Score Difference</b> | <b>State Achievement of the Grades 3-8 ELA &amp; Math Averaged Score</b> | <b>Points</b> | <b>HEDI Catagories</b> |
|--|--|---------------|------------------------|
| 8% or more   | TBD  | 15            | Highly Effective       |
| 1% to 7%   | TBD  | 14            |                        |
| 0%   | TBD  | 13            | Effective              |
| -1% to -2%   | TBD  | 12            |                        |
| -3% to -4%   | TBD  | 11            |                        |
| -5% to -6%   | TBD  | 10            |                        |
| -7% to -8%   | TBD  | 9             |                        |
| -9% to -10%  | TBD  | 8             |                        |
| -11% to -12%   | TBD  | 7             |                        |
| -13% to -14%   | TBD  | 6             |                        |
| -15%   | TBD  | 5             |                        |
| -16%   | TBD  | 4             |                        |
| -17%   | TBD  | 3             |                        |
| -18%   | TBD  | 2             |                        |
| -19%   | TBD  | 1             | Ineffective            |
| -20% or less   | TBD  | 0             |                        |

**Achievement Model (20%)**  
**Non Tested High School Teachers 9-12**

High School Grades 9-12 School Wide

| Grades 9-12 Five Core Regents Averaged Score Difference | State Achievement of the Grades 9-12 Five Core Regents Averaged Score | Points | HEDI Catagories  |
|---|---|--------|------------------|
| 9% or more  | TBD   | 20     | Highly Effective |
| 6% to 8%  | TBD   | 19     |                  |
| 1% to 5%  | TBD   | 18     |                  |
| 0%  | TBD   | 17     | Effective        |
| -1 %to -2%  | TBD   | 16     |                  |
| -3% to -4%  | TBD   | 15     |                  |
| -5% to -6%  | TBD   | 14     |                  |
| -7% to -8%  | TBD   | 13     |                  |
| -9% to -10%   | TBD   | 12     |                  |
| -11% to -12%  | TBD   | 11     |                  |
| -13% to -14%  | TBD   | 10     |                  |
| -15%  | TBD   | 9      |                  |
| -16%  | TBD   | 8      |                  |
| -17%  | TBD   | 7      |                  |
| -18%  | TBD   | 6      |                  |
| -19%  | TBD   | 5      |                  |
| -20%  | TBD   | 4      |                  |
| -21%  | TBD   | 3      |                  |
| -22%  | TBD   | 2      | Ineffective      |
| -23%  | TBD   | 1      |                  |
| 24% or less   | TBD   | 0      |                  |

# Roslyn School District

## Principal's Leadership and Management Assessment Summary: LCI Multidimensional Rubric

Using the rubric, the superintendent and/or assistant superintendent for curriculum and instruction will circle the descriptor for each item that best matches the RASA member's performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and overall on the rubric. Based on the overall rating on the rubric, points will be assigned according to the ranges below.

Name of Principal \_\_\_\_\_ School Year \_\_\_\_\_

| Domain                     | Pts | Ineffective | Developing | Effective  | Highly Effective |
|----------------------------|-----|-------------|------------|------------|------------------|
| Shared Vision              | 9   | 1 2         | 3 4        | 5 6 7 8    | 9                |
| School Culture             | 11  | 1 2         | 3 4 5      | 6 7 8 9 10 | 11               |
| Safe, Efficient            | 9   | 1 2         | 3 4        | 5 6 7 8    | 9                |
| Community                  | 9   | 1 2         | 3 4        | 5 6 7 8    | 9                |
| Integrity,<br>Fairness and | 9   | 1 2         | 3 4        | 5 6 7 8    | 9                |
| Political,                 | 9   | 1 2         | 3 4        | 5 6 7 8    | 9                |
| Goal setting               | 4   | 1           | 2          | 3          | 4                |

**Overall Rating:** (Circle one) Ineffective    Developing    Effective    Highly Effective

| Performance Level | Point Ranges |
|-------------------|--------------|
| Highly Effective  | 58-60        |
| Effective         | 49-57        |
| Developing        | 37-48        |
| Ineffective       | 0-36         |

**Growth Model (20%)**  
**Heights K-1 Elementary Principal**

Heights K-1 Elementary School

Elementary School Grades K-1 School Wide Student Learning Objectives as Comparable  
Growth Measure for Untested Teachers

| <b>Percentage of Students Meeting Target</b> | <b>Percentage Range</b> | <b>Points</b> | <b>HEDI Catagories</b> |
|--|-------------------------|---------------|------------------------|
| 100%   | 99% to 100%             | 20            | Highly Effective       |
| 97%  | 97% to 98%              | 19            |                        |
| 94%  | 94% to 96%              | 18            |                        |
| 91%  | 91% to 93%              | 17            | Effective              |
| 88%  | 88% to 90%              | 16            |                        |
| 85%  | 85% to 87%              | 15            |                        |
| 82%  | 82% to 84%              | 14            |                        |
| 79%  | 79% to 81%              | 13            |                        |
| 76%  | 76% to 78%              | 12            |                        |
| 73%  | 73% to 75%              | 11            |                        |
| 70%  | 70% to 72%              | 10            |                        |
| 67%  | 67% to 69%              | 9             |                        |
| 60%  | 60% to 66%              | 8             |                        |
| 52%  | 52% to 59%              | 7             |                        |
| 45%  | 45% to 51%              | 6             |                        |
| 37%  | 37% to 44%              | 5             |                        |
| 30%  | 30% to 36%              | 4             |                        |
| 22%  | 22% to 29%              | 3             |                        |
| 15%  | 15% to 21%              | 2             | Ineffective            |
| 7%   | 7% to 14%               | 1             |                        |
| 0%   | 0% to 6%                | 0             |                        |



**Achievement Model (15%)**  
**Middle School Principal**

**Middle School Principal Grades 6-8**

| <b>Grades 6-8 ELA and Math Averaged Score Difference*</b> | <b>State Achievement of the Grades 6-8 ELA &amp; Math Averaged Score</b> | <b>Points</b> | <b>HEDI Catagories</b> |
|---|--|---------------|------------------------|
| 8% or more  | TBD  | 15            | Highly Effective       |
| 1% to 7%  | TBD  | 14            |                        |
| 0%  | TBD  | 13            | Effective              |
| -1% to -2%  | TBD  | 12            |                        |
| -3% to -4%  | TBD  | 11            |                        |
| -5% to -6%  | TBD  | 10            |                        |
| -7% to -8%  | TBD  | 9             |                        |
| -9% to -10%   | TBD  | 8             |                        |
| -11% to -12%  | TBD  | 7             |                        |
| -13% to -14%  | TBD  | 6             |                        |
| -15%  | TBD  | 5             |                        |
| -16%  | TBD  | 4             |                        |
| -17%  | TBD  | 3             |                        |
| -18%  | TBD  | 2             |                        |
| -19%  | TBD  | 1             | Ineffective            |
| -20% or less  | TBD  | 0             |                        |

**Achievement Model (20%)**  
**Heights K-1 Elementary Principal**

Heights K-1 Elementary School

| <b>Percentage of Students Passing the Exams</b> | <b>Percentage Range</b> | <b>Points</b> | <b>HEDI Catagories</b> |
|---|-------------------------|---------------|------------------------|
| 100%  | 99% to 100%             | 20            | Highly Effective       |
| 97%   | 97% to 98%              | 19            |                        |
| 94%   | 94% to 96%              | 18            |                        |
| 91%   | 91% to 93%              | 17            | Effective              |
| 88%   | 88% to 90%              | 16            |                        |
| 85%   | 85% to 87%              | 15            |                        |
| 82%   | 82% to 84%              | 14            |                        |
| 79%   | 79% to 81%              | 13            |                        |
| 76%   | 76% to 78%              | 12            |                        |
| 73%   | 73% to 75%              | 11            |                        |
| 70%   | 70% to 72%              | 10            |                        |
| 67%   | 67% to 69%              | 9             |                        |
| 60%   | 60% to 66%              | 8             | Developing             |
| 52%   | 52% to 59%              | 7             |                        |
| 45%   | 45% to 51%              | 6             |                        |
| 37%   | 37% to 44%              | 5             |                        |
| 30%   | 30% to 36%              | 4             |                        |
| 22%   | 22% to 29%              | 3             |                        |
| 15%   | 15% to 21%              | 2             | Ineffective            |
| 7%  | 7% to 14%               | 1             |                        |
| 0%  | 0% to 6%                | 0             |                        |

Appendix 2

**TED Rubric Conversion Chart (60%)**

| <b>Total Average Rubric Score</b> | <b>Conversion Score</b> |
|-----------------------------------|-------------------------|
| <b>Ineffective 0-26</b>           |                         |
| 1                                 | 0                       |
| 1.1                               | 11                      |
| 1.2                               | 17                      |
| 1.3                               | 23                      |
| 1.4                               | 26                      |
| <b>Developing 27-45</b>           |                         |
| 1.5                               | 27                      |
| 1.6                               | 30                      |
| 1.7                               | 32                      |
| 1.8                               | 34                      |
| 1.9                               | 36                      |
| 2                                 | 38                      |
| 2.1                               | 40                      |
| 2.2                               | 42                      |
| 2.3                               | 44                      |
| 2.4                               | 45                      |
| <b>Effective 46-55</b>            |                         |
| 2.5                               | 46                      |
| 2.6                               | 47                      |
| 2.7                               | 48                      |
| 2.8                               | 49                      |
| 2.9                               | 50                      |
| 3                                 | 51                      |
| 3.1                               | 52                      |
| 3.2                               | 53                      |
| 3.3                               | 54                      |
| 3.4                               | 55                      |
| <b>Highly Effective 56-60</b>     |                         |
| 3.5                               | 56                      |
| 3.6                               | 57                      |
| 3.7                               | 58                      |
| 3.8                               | 59                      |
| 3.9                               | 60                      |
| 4                                 | 60                      |

**Roslyn School District**  
**Teacher Improvement Plan**

Teacher Name (Print): \_\_\_\_\_ Tenure\_\_\_ Non-Tenure\_\_\_

School Year: \_\_\_\_\_ School: \_\_\_\_\_

Department/Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator (Print): \_\_\_\_\_ RTA Representative (Print): \_\_\_\_\_

Assignment of Peer Coach: Yes \_\_\_ No \_\_\_ Name of Peer Coach: \_\_\_\_\_

The Teacher Improvement Plan (TIP) is designed to provide support for teachers whose performance has been identified as needing improvement.

**1. Identification of areas that need improvement:**

**2. Timeline for achieving improvement:**

**3. The manner in which improvement will be assessed:**

**4. Differentiated/Targeted activities to support improvement in these areas:**

Administrator's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_



## **Roslyn School District Principal Improvement Plan Process**

The district reserves the right to implement an improvement plan with any Principal after consultation with union leadership. An improvement plan will be designed to rectify perceived or demonstrated deficiencies. The Assistant Superintendent for Curriculum & Instruction and/or the Superintendent of Schools, in conjunction with the Principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies.
2. Specific improvement goals/outcomes.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the Principal.

# Roslyn School District Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

Deficiency that promulgated the need for an improvement plan performance rating:

Improvement Goals/Outcomes:

Action Steps/Activities:

Timeline:

Required and Accessible Resources, including identification of responsibility for provision:

Differentiation of Activities to Support Improvement:

Dates of formative evaluation on progress (lead evaluator and Principal initial each date to confirm the meeting):

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and Principal with the opportunity for the Principal to attach comments. Signature of Principal reflects the receipt of the document only and does not indicate consent of its contents.

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Superintendent's Signature**

\_\_\_\_\_  
**Date**

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

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

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

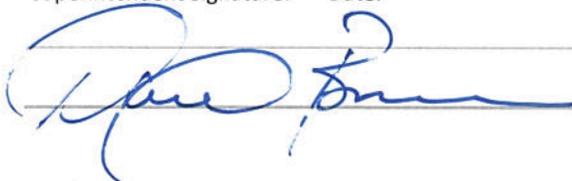
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

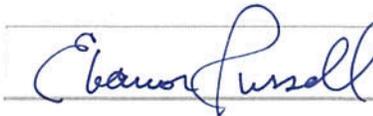
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

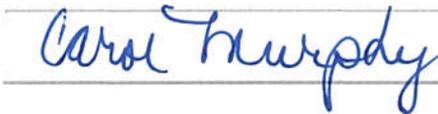
Superintendent Signature:      Date:

 11-26-12

Teachers Union President Signature:      Date:

 11-26-12

Administrative Union President Signature:      Date:

 11-27-12

Board of Education President Signature:      Date:

 12-6-12