



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

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

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

June 24, 2014

Revised

Brian L. Conboy, Superintendent
Seaford Union Free School District
1600 Washington Avenue
Seaford, NY 11783

Dear Superintendent Conboy:

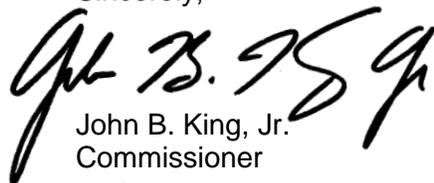
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Thomas Rogers

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, November 13, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280206030000

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

280206030000

1.2) School District Name: SEAFORD UFSD

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

SEAFORD UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4 and 5 ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4 and 5 ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4 and 5 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For grades K, 1 and 2, growth will be measured as a comparison of the prior year's grade 3 and 4 ELA percentage rate of students scoring at level 3 or 4 on the grade 3 and 4 ELA State assessments, to the present year's grade 4 and 5 ELA percentage rate of students scoring at level 3 or 4 on the grade 4 and 5 ELA State assessments. A 0% on the K-2 ES1 chart uploaded in 2.11 indicates that the percentage of students scoring Level 3 or higher in the current year

is equal to that attained by the same cohort group in the prior school year. A sample calculation is also provided in the uploaded conversion chart.

In the event that any students in the current year's Grades 4-5 cohort were not present in the prior year's Grades 3-4 cohort (including, but not limited to, students who attended school outside of NYS in the prior school year), the District will set a minimum rigor expectation for growth for these students using baseline data. A 0-20 point HEDI score will be determined based on the percentage of applicable students in the building who meet or exceed their target on the NYS Grades 4-5 ELA Assessments. This HEDI score will be weighted proportionately, based on the number of students, with the school-wide measure HEDI score to determine a final HEDI score which will be awarded to teachers in Grades K-2. Standard rounding rules will apply

For grade 3, growth targets will be set collaboratively by the teacher and the principal. Growth targets will be set based on the fall STAR Assessment data. Teachers and principals will determine the type of growth target (i.e., individual, class-wide, minimum rigor expectation for growth) each fall. All teachers of the same grade and subject will use these same type of growth targets. (See attached table - Variable Calculator for a percentage to HEDI point conversion).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See table ES1 or Variable Calculator contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See table ES1 or Variable Calculator contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See table ES1 or Variable Calculator contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See table ES1 or Variable Calculator contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 and 5 Math Assessment

1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 and 5 Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 and 5 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For grades K, 1 and 2, growth will be measured as a comparison of the prior year's grade 3 and 4 Math percentage rate of students scoring at level 3 or 4 on the grade 3 and 4 Math State assessments, to the present year's grade 4 and 5 Math percentage rate of students scoring at level 3 or 4 on the grade 4 and 5 Math State assessments. A 0% on the K-2 ES1 chart uploaded in 2.11 indicates that the percentage of students scoring Level 3 or higher in the current year is equal to that attained by the same cohort group in the prior school year. A sample calculation is also provided in the uploaded conversion chart.

In the event that any students in the current year's Grades 4-5 cohort were not present in the prior year's Grades 3-4 cohort (including, but not limited to, students who attended school outside of NYS in the prior school year), the District will set a minimum rigor expectation for growth for these students using baseline data. A 0-20 point HEDI score will be determined based on the percentage of applicable students in the building who meet or exceed their target on the NYS Grades 4-5 Math Assessments. This HEDI score will be weighted proportionately, based on the number of students, with the school-wide measure HEDI score to determine a final HEDI score which will be awarded to teachers in Grades K-2. Standard rounding rules will apply.

For grade 3, growth targets will be set collaboratively by the teacher and the principal. Growth targets will be set based on the fall STAR Assessment data. Teachers and principals will determine the type of growth target (i.e., individual, class-wide, minimum

rigor expectation for growth) each fall. All teachers of the same grade and subject will use these same type of growth targets. (See attached table - Variable Calculator for a percentage to HEDI point conversion).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See table ES1 or Variable Calculator contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See table ES1 or Variable Calculator contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See table ES1 or Variable Calculator contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See table ES1 or Variable Calculator contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 6, 7, and 8 ELA Assessment
7	School- or BOCES-wide, group or team results based on State assessments	NYS Grade 6, 7 and 8 ELA 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 measuring student growth on the assessments listed for this Task.

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

For grades 6 and 7, growth will be measured as a comparison of the prior year's grade 5, 6 and 7 ELA percentage rate of students scoring at level 3 or 4 on the grade 5, 6 and 7 ELA State assessments, to the present year's grade 6, 7 and 8 ELA percentage rate of students scoring at level 3 or 4 on the grade 6, 7 and 8 ELA State assessments. A 0% on the MS1 chart uploaded in 2.11 indicates that the percentage of students scoring Level 3 or higher in the current year is equal to that attained by the same cohort group in the prior

school year. A sample calculation is also provided in the uploaded conversion chart.

In the event that any students in the current year's Grades 6-8 cohort were not present in the prior year's Grades 5-7 cohort (including, but not limited to, students who attended school outside of NYS in the prior school year), the District will set a minimum rigor expectation for growth for these students using baseline data. A 0-20 point HEDI score will be determined based on the percentage of applicable students in the building who meet or exceed their target on the NYS Grades 6-8 ELA Assessments. This HEDI score will be weighted proportionately, based on the number of students, with the school-wide measure HEDI score to determine a final HEDI score which will be awarded to teachers in Grades 6-7. Standard rounding rules will apply.

For Grade 8, growth targets will be set collaboratively by the teacher and the principal using baseline data. Teachers and principals will determine the type of growth target (i.e., individual, class-wide, minimum rigor expectation for growth) each fall. All teachers of the same grade and subject will use the same type of growth target. (See attached table – Variable Calculator for a percentage to point HEDI conversion).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See appropriate table (MS1 or Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See appropriate table (MS1 or Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See appropriate table (MS1 or Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See appropriate table (MS1 or Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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	School- or BOCES-wide, group or team results based on State assessments	NYS Grades 6, 7 and 8 ELA Assessment

7	School- or BOCES-wide, group or team results based on State assessments	NYS Grades 6, 7 and 8 ELA Assessment
8	School- or BOCES-wide, group or team results based on State assessments	NYS Grades 6, 7 and 8 ELA Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For grades 6-8, growth will be measured as a comparison of the prior year's grade 5, 6 and 7 ELA percentage rate of students scoring at level 3 or 4 on the grade 5, 6 and 7 ELA State assessments, to the present year's grade 6, 7 and 8 ELA percentage rate of students scoring at level 3 or 4 on the grade 6, 7 and 8 ELA State assessments.</p> <p>A 0% on the MS1 chart uploaded in 2.11 indicates that the percentage of students scoring Level 3 or higher in the current year is equal to that attained by the same cohort group in the prior school year. A sample calculation is also provided in the uploaded conversion chart.</p> <p>In the event that any students in the current year's Grades 6-8 cohort were not present in the prior year's Grades 5-7 cohort (including, but not limited to, students who attended school outside of NYS in the prior school year), the District will set a minimum rigor expectation for growth for these students using baseline data. A 0-20 point HEDI score will be determined based on the percentage of applicable students in the building who meet or exceed their target on the NYS Grades 6-8 ELA Assessments. This HEDI score will be weighted proportionately, based on the number of students, with the school-wide measure HEDI score to determine a final HEDI score which will be awarded to teachers in Grades 6-8. Standard rounding rules will apply.</p>
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table MS1 contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet District goals for similar students.	See table MS1 contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below District goals for similar students.	See table MS1 contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table MS1 contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI

bands.

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	Grade 11 Comprehensive English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Global 1, growth will measured based on the school-wide percentage of students meeting or exceeding a minimum rigor expectation for growth of 65 or higher on the NYS Comprehensive English Regents Assessment. A target of 75% will be placed in Cell D5 of the Variable Calculator. (See attached table – Variable Calculator for a percentage to point HEDI conversion). For Global 2 and American History, principals and teachers will collaboratively develop growth targets using baseline data. Teachers and principals will determine the type of growth target (i.e., individual, class-wide, minimum rigor expectation for growth) each fall. All teachers of the same grade and subject will use the same type of growth target. (See attached table – Variable Calculator for a percentage to point HEDI conversion).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet District goals for similar students.	See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below District goals for similar students.	See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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

See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

2.7) High School Science Regents Courses

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

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

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

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

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

For HS Science Regents courses, principals and teachers will collaboratively develop growth targets using baseline data. Teachers and principals will determine the type of growth target (i.e., individual, class-wide, minimum rigor expectation for growth) each fall. All teachers of the same grade and subject will use the same type of growth target. (See attached table – Variable Calculator for a percentage to point HEDI conversion).

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

See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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

See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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

See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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

See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

2.8) High School Math Regents Courses

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

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For HS Math Regents courses, principals and teachers will collaboratively develop growth targets using baseline data. Teachers and principals will determine the type of growth target (i.e., individual, class-wide, minimum rigor expectation for growth) each fall. All teachers of the same grade and subject will use the same type of growth target. (See attached table – Variable Calculator for a percentage to point HEDI conversion).</p> <p>For Algebra 1, students in Common Core courses will take both the NYS Integrated and Common Core Algebra Regents assessments. The higher of the two assessment scores will be used to assign HEDI points.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.</p>

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	Grade 11 Comprehensive English Regents Exam
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Grade 11 Comprehensive English Regents Exam
Grade 11 ELA	Regents assessment	Grade 11 Comprehensive English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For Grades 9 and 10, growth will be measured based on the school-wide percentage of students meeting or exceeding a minimum rigor expectation for growth of 65 or higher on the NYS Comprehensive English Regents Assessment. A target of 75% will be placed in Cell D5 of the Variable Calculator. (See attached table – Variable Calculator for a percentage to point HEDI conversion).</p> <p>For Grade 11 ELA courses, principals and teachers will collaboratively develop growth targets using baseline data. Teachers and principals will determine the type of growth target (i.e., individual, class-wide, minimum rigor expectation for growth) each fall. All teachers of the same grade and subject will use the same type of growth target. (See attached table – Variable Calculator for a percentage to point HEDI conversion).</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See the table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet District goals for similar students.	See the table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below District goals for similar students.	See the table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See the table (Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All Other Elementary Courses or Subjects	School/BOCES-wide/group/team results based on State	NYS Grade 4 and 5 ELA Assessment
All Other Middle School Courses or Subjects	School/BOCES-wide/group/team results based on State	NYS Grade 6, 7 and 8 ELA Assessment
All Other High School Courses	School/BOCES-wide/group/team results based on State	NYS Grade 11 Comprehensive English Regents Exam

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

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

For all other elementary courses, growth will be measured as a comparison of the prior year's grade 3 and 4 ELA percentage rate of students scoring at level 3 or 4 on the grade 3 and 4 ELA State assessments, to the present year's grade 4 and 5 ELA percentage rate of students scoring at level 3 or 4 on the grade 4 and 5 ELA State assessments. A 0% on the All Other Elementary ES1 chart uploaded in 2.11 indicates that the percentage of students scoring Level 3 or higher in the current year is equal to that attained by the same cohort group in the prior school year. A sample calculation is also provided in the uploaded conversion chart.

In the event that any students in the current year's Grades 4-5 cohort were not present in the prior year's Grades 3-4 cohort (including, but not limited to, students who attended school outside of NYS in the prior school year), the District will set a minimum rigor expectation for growth for these students using baseline data. A 0-20 point HEDI score will be determined based on the percentage of applicable students in the building who meet or exceed their target on the NYS Grades 4-5 ELA Assessments. This HEDI score will be weighted proportionately, based on the number of students, with the school-wide measure HEDI score to determine a final HEDI score which will be awarded to teachers in the elementary school. Standard rounding rules will apply

For all other middle school courses, growth will be measured as a

comparison of the prior year's grade 5, 6 and 7 ELA percentage rate of students scoring at level 3 or 4 on the grade 5, 6 and 7 ELA State assessments, to the present year's grade 6, 7 and 8 ELA percentage rate of students scoring at level 3 or 4 on the grade 6, 7 and 8 ELA State assessments. A 0% on the MS1 chart uploaded in 2.11 indicates that the percentage of students scoring Level 3 or higher in the current year is equal to that attained by the same cohort group in the prior school year. A sample calculation is also provided in the uploaded conversion chart.

In the event that any students in the current year's Grades 6-8 cohort were not present in the prior year's Grades 5-7 cohort (including, but not limited to, students who attended school outside of NYS in the prior school year), the District will set a minimum rigor expectation for growth for these students using baseline data. A 0-20 point HEDI score will be determined based on the percentage of applicable students in the building who meet or exceed their target on the NYS Grades 6-8 ELA Assessments. This HEDI score will be weighted proportionately, based on the number of students, with the school-wide measure HEDI score to determine a final HEDI score which will be awarded to teachers in Grades 6-8. Standard rounding rules will apply.

For all other HS courses, growth will be measured based on the school-wide percentage of students meeting or exceeding a minimum rigor expectation for growth of 65 or higher on the NYS Comprehensive English Regents Assessment. A target of 75% will be placed in Cell D5 of the Variable Calculator. (See attached table – Variable Calculator for a percentage to point HEDI conversion).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See appropriate table (ES1, MS1 or Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet District goals for similar students.	See appropriate table (ES1, MS1 or Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below District goals for similar students.	See appropriate table (ES1, MS1 or Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See appropriate table (ES1, MS1 or Variable Calculator) contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/497291-TXEtxx9bQW/Seaford Sample Task 2 and 3 Conversion Chart)_6-11-14.xlsx

2.12) Locally Developed Controls

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

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

No Controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NYS ELA 4
5	3) Teacher specific achievement or growth score computed locally	NYS ELA 5
6	3) Teacher specific achievement or growth score computed locally	NYS ELA 6
7	3) Teacher specific achievement or growth score computed locally	NYS ELA 7
8	3) Teacher specific achievement or growth score computed locally	NYS ELA 8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and principals will collaboratively determine an achievement target. HEDI points will be assigned based on the percentage of students who meet or exceed the achievement target using the ranges specified in the uploaded Variable Calculators. The 0-20 point ranges will be used until the Value-Added measure is implemented. The 0-15 point ranges will be used upon
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	implementation of the Value-Added measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NYS Math 4
5	3) Teacher specific achievement or growth score computed locally	NYS Math 5
6	3) Teacher specific achievement or growth score computed locally	NYS Math 6
7	3) Teacher specific achievement or growth score computed locally	NYS Math 7
8	3) Teacher specific achievement or growth score computed locally	NYS Math 8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and principals will collaboratively determine an achievement target. HEDI points will be assigned based on the percentage of students who meet or exceed the achievement target using the ranges specified in the uploaded Variable Calculators. The 0-20 point ranges will be used until the Value-Added measure is implemented. The 0-15 point ranges will be used upon implementation of the Value-Added measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.3 for specific district adopted percentages/ expectations aligned to the HEDI bands.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/497292-rhJdBgDruP/Seaford Sample Task 2 and 3 Conversion Chart_6-11-14.xlsx

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Reading Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	3) Teacher specific achievement or growth score computed locally	NYS ELA 3

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.	Teachers and principals will collaboratively determine an achievement target. HEDI points, from 0-20, will be assigned based on the percentage of students who meet or exceed the achievement target using the ranges specified in the uploaded 20 point Variable Calculator.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

3.5) Grades K-3 Math

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

Locally-Selected Measure from List of Approved Measures	Assessment
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K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	3) Teacher specific achievement or growth score computed locally	NYS Math 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and principals will collaboratively determine an achievement target. HEDI points, from 0-20, will be assigned based on the percentage of students who meet or exceed the achievement target using the ranges specified in the uploaded 20 point Variable Calculator.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed Science 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed Science 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Science 8

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and principals will collaboratively determine an achievement target. HEDI points, from 0-20, will be assigned based on the percentage of students who meet or exceed the achievement target using the ranges specified in the uploaded 20 point Variable Calculator.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed SS 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed SS 7 Assessment
8	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed SS 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and principals will collaboratively determine an achievement target. HEDI points, from 0-20, will be assigned based on the percentage of students who meet or exceed the achievement target using the ranges specified in the uploaded 20 point Variable Calculator.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed SS 9 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global History Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	NYS US History Regents Exam

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.	Teachers and principals will collaboratively determine an achievement target. HEDI points, from 0-20, will be assigned based on the percentage of students who meet or exceed the achievement target using the ranges specified in the uploaded 20 point Variable Calculator.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and principals will collaboratively determine an achievement target. HEDI points, from 0-20, will be assigned based on the percentage of students who meet or exceed the achievement target using the ranges specified in the uploaded 20 point Variable Calculator.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Algebra I Regents and Algebra 1 Common Core Regents

Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and principals will collaboratively determine an achievement target. HEDI points, from 0-20, will be assigned based on the percentage of students who meet or exceed the achievement target using the ranges specified in the uploaded 20 point Variable Calculator. For Algebra 1, students in Common Core courses will take both NYS Integrated and Common Core Algebra Regents Assessments. The higher of the two assessment scores will be used when calculating HEDI points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed ELA 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Seaford UFSD Developed ELA 10 Assessment

Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Grade 11 Comprehensive English Regents Exam
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For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and principals will collaboratively determine an achievement target. HEDI points, from 0-20, will be assigned based on the percentage of students who meet or exceed the achievement target using the ranges specified in the uploaded 20 point Variable Calculator.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Elementary Art	5) District/regional/BOCES-developed	Seaford UFSD Developed Elementary Art Assessment
Elementary Physical Education	5) District/regional/BOCES-developed	Seaford UFSD Developed Elementary Physical Education Assessment
Elementary Music	5) District/regional/BOCES-developed	Seaford UFSD Developed Elementary Music Assessment
Elementary Reading-RTI	6(ii) School wide measure computed locally	NYS ELA 3,4,5
Elementary Math Lab	6(ii) School wide measure computed locally	NYS Math 3,4,5
Ungraded Primary 1	5) District/regional/BOCES-developed	Seaford UFSD Developed UP I Assessment

Ungraded Primary 2	5) District/regional/BOCES–developed	Seaford UFSD Developed UP II Assessment
Student Support Class K-1	4) State-approved 3rd party	STAR Early Literacy Enterprise
Student Support Class Grade 2	4) State-approved 3rd party	STAR Reading/Math Enterprise
Student Support Class Grade 3	3) Teacher specific achievement/growth score computed locally	NYS ELA 3
Elementary Band	5) District/regional/BOCES–developed	Seaford UFSD Developed Elementary Band Assessment
Elementary ESL	3) Teacher specific achievement/growth score computed locally	NYSESLAT
Grade 6 Art	5) District/regional/BOCES–developed	Seaford UFSD Developed Grade 6 Art Assessment
Grade 7 Art	5) District/regional/BOCES–developed	Seaford UFSD Developed Grade 7 Art Assessment
Grade 6 Music	5) District/regional/BOCES–developed	Seaford UFSD Developed Grade 6 Music Assessment
Grade 7 Music	5) District/regional/BOCES–developed	Seaford UFSD Developed Grade 7 Music Assessment
Grade 7 Band	5) District/regional/BOCES–developed	Seaford UFSD Developed Grade 7 Band Assessment
Grade 8 Band	5) District/regional/BOCES–developed	Seaford UFSD Developed Grade 8 Band Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Teachers and principals will collaboratively determine an achievement target. HEDI points, from 0-20, will be assigned based on the percentage of students who meet or exceed the achievement target using the ranges specified in the uploaded 20 point Variable Calculator. Where school-wide measures are indicated, HEDI points will be assigned based on the school-wide percentage of students who meet or exceed their achievement targets</p>
	<p>For Student Support Class grade 3, HEDI points will be based on the percent of students in the teacher’s class achieving a 3 or 4 on the NYS grade 3 ELA assessment as compared to the state percentage of students achieving a 3 or 4 on the assessment. The Other Elementary Chart Courses Chart in the ES1 worksheet will be used to assign points for this measure. A 0% on the conversion chart indicates that the percentage of students in the teacher’s classroom scoring a 3 or higher meets the State percentage of students scoring a 3 or higher. A sample</p>

calculation is provided in the upload.

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

See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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

See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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

See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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

See table contained in section 3.13 for specific district adopted percentages/ expectations aligned to the HEDI bands.

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)

assets/survey-uploads/12149/497292-Rp0O16pk1T/Seaford 3.12 Upload Revised.doc

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/497292-y92vNseFa4/Seaford Sample Task 2 and 3 Conversion Chart)_6-11-14.xlsx

3.14) Locally Developed Controls

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

No Controls

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.

For teachers with more than one locally selected measure the percentage of students contributing to the teachers HEDI score will equate equally to the percentage of the total points related to the 15 or 20 point rating. For example, if a teacher has one group of students totaling 75 for which a locally selected measure must be used and a second group totaling 25, 75% of the 15 or 20 points will be tied to the first local measure and 25% to the second.

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)

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Updated Friday, June 13, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric (2012 Edition)
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

A minimum of forty points within the 60 points will be attributable to classroom observation. Up to twenty of the 60 points will be attributable to other evidence provided by teachers to their supervisor including specific artifacts related to the teaching standards. After the teacher's observations are complete, the principal will place scores for NYSUT rubric standards 1-4 into the attached spreadsheet. The principal and teacher will have a meeting to discuss the scores of standard 5, 6 and 7 of the NYSUT Rubric and place the scores into the attached spreadsheet. These standards will be assessed through a structured review of artifacts. Average scores from observations will be weighted 40/60 and average scores from the structured review of artifacts will be weighted 20/60. The administrator will base all scores on the descriptors for the four HEDI categories as clearly outlined on the accepted NYSUT rubric. Where a component of the rubric is observed more than once, it will be scored each time. Normal rounding rules will apply, but in no event will rounding result in a teacher moving to another HEDI rating.

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.	A teacher who demonstrates mastery of the seven teaching standards through lesson observation and artifact collection.
Effective: Overall performance and results meet NYS Teaching Standards.	A teacher who demonstrates proficiency of the seven teaching standards through lesson observation and artifact collection.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A teacher who demonstrates they are progressing toward proficiency in the seven teaching standards through lesson observation and artifact collection.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher who demonstrates an unsatisfactory level of proficiency in the seven teaching standards through lesson observation and artifact collection.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Monday, March 10, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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Updated Friday, June 13, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/132099-Df0w3Xx5v6/Teacher Improvement Plan Form.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals shall be limited, after the composite score has been received, to annual teacher evaluation ratings of Developing or Ineffective only. The appeals process shall be in place as long as the current* superintendent is serving as the Superintendent of Schools in Seaford. Should the current* superintendent no longer serve as the Superintendent of Schools in Seaford, the plan shall remain in place until such time as the parties can reconvene to renegotiate the appeals process, and the new plan is approved.

*at the date of the signing of this agreement.

Each teacher's score and rating on the locally-selected measures sub-component (if available) and on the the other measures of effectiveness sub-component must be computed and provided to the teacher in writing no later than the last day of teacher attendance. The entire evaluation must be completed and provided to 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.

Within fifteen school calendar days a teacher who has received a rating of ineffective or developing may submit in writing to the Principal artifacts and evidence reflecting their work throughout the evaluated year. Within five school calendar days the Principal will issue his/her decision on whether a change in the evaluation is deemed appropriate.

Within five school calendar days of receiving the principal's decision of Ineffective or Developing or the issuance of the Teacher Improvement Plan the teacher may appeal that evaluation/TIP to the Superintendent of Schools in writing. The appeal shall state:

1. The substance of the APPR.
2. The school district's adherence to the standards and methodologies required for such reviews pursuant to 3012(c) of the education law.
3. The school district's adherence to the Regulations of the Commissioner and compliance with applicable locally negotiated procedures.
4. The school district's issuance and/or implementation of the terms of the teacher's improvement plan.

Any issue not raised in the appeal shall be deemed waived.

The Superintendent shall issue a written determination related to the appeal within five school calendar days. The decision of the Superintendent shall not be grievable or arbitrable. The timeframes above may be modified upon mutual agreement of the parties. All steps in this process shall be completed in a timely and expeditious manner.

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

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

The Superintendent and Assistant Superintendent for Curriculum, Instruction and Personnel have received Lead Evaluator Training from Nassau BOCES during the 12-13 school year. Both administrators were calibrated and certified as lead evaluators through Nassau BOCES in the Spring of 2013. Both the Superintendent and Assistant Superintendent will take part in any additional lead evaluator training as required by NYSED and offered by Nassau BOCES.

The building principals, assistant principals and the Director of Special Services have received a combination of direct training from Nassau BOCES and turnkey training from Seaford's Lead evaluators (Superintendent and Assistant Superintendent for Curriculum, Instruction and Personnel) during the 12-13 school year. This totaled seven separate training sections. This training included analysis of the nine elements stipulated in the Rules of the Board of Regents, Section 30-2.9. Inter-rater reliability was part of the training but will also be continually reassessed through discussions by certified district personnel who have observation and evaluation responsibility. It is the intention of the Seaford School District to utilize future training sessions offered by Nassau BOCES to remain current and certified with regard to APPR. Seaford will take part in ongoing training for the certification and/or recertification for all evaluators on an annual basis. Trainings will take place at least monthly. All new evaluators will receive training on the nine elements found in section thirty of the Regents rules.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the	Checked
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Commissioner.

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

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

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

Created Tuesday, April 30, 2013

Updated Thursday, February 06, 2014

Page 1

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

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

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

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

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

Seaford Harbor Elementary K-5
Seaford Manor Elementary K-5
Seaford Middle School 6-8
Seaford High School 9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

NA

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(a) achievement on State assessments	Grade 4 and 5 NYS ELA and Math Assessments
6-8	(a) achievement on State assessments	Grade 6, 7 and 8 NYS ELA and Math Assessments
9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents and the NYS Integrated Algebra I Regents and Common Core Algebra I assessment (whichever is higher) and the Geometry Regents (for advanced 9th graders)

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For principals of buildings with grades K-5 the current year's grade 4 and 5 ELA and Math NYS assessment results for level 3 and 4 combined will be a certain percentage greater than in prior year's. For principals of the building with grades 6-8, the current year's grade 6, 7, and 8 NYS ELA and Math assessment results for level 3 and 4 combined will be a certain percentage greater than in prior year's. For principals of schools with grades 9-12 the percentage of students scoring 65 or higher on the NYS Comprehensive English Regents will be a certain percentage greater than the same cohort's 8th grade NYS ELA assessment results (i.e., the percentage of the same students scoring 3 or higher). Additionally, the current year's percentage of students scoring 65 or higher on the NYS Integrated Algebra I Regents/ Common Core Algebra I Regents (whichever is higher) and NYS Geometry Regents (for advanced 9th graders) will be a certain percentage greater than the same cohort's 8th grade NYS Math assessment results (i.e., the percentage of the</p>
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same students scoring 3 or higher). Please see the attached Charts: PES1, PMS1,PHS1,PES2,PMS2, PHS2 for 15 and 20 point scoring ranges for each building configuration.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Charts: PES1, PMS1, PHS1,PES2,PMS2,PHS2.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Charts: PES1, PMS1 ,PHS1,PES2,PMS2,PHS2.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Charts: PES1, PMS1 ,PHS1,PES2,PMS2,PHS2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Charts: PES1, PMS1 ,PHS1,PES2,PMS2,PHS2.

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

(No response)

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

assets/survey-uploads/12190/497297-qBFVOWF7fC/Seaford 8.1_6-11-2014.docx

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

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

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

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

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

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

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

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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
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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.
Highly Effective (18 - 20 points)	Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.
Effective (9- 17 points)	Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.
Developing (3 - 8 points)	Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.
Ineffective (0 - 2 points)	Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls.

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.

NA

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

Page 1

9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principals will be able to garner a minimum of 31 points from observations by a trained supervisor. A maximum of 29 points will be attributable to anecdotal and artifact evidence provided by the principal. The principal will receive a point total for each of the six domains of the Marshall rubric cumulating in a total score (out of 60 points) for the entire rubric. Each principal will meet with the Assistant Superintendent three times a year to review observations/artifacts and the point total for each domain. Each indicator of each domain will receive a score of 0-3. The score for each indicator is based on all evidence collected and/or observed throughout the school year. Indicator scores from 0-3 will be summed to result in a final score from 0-180, which will be converted to a 0-60 HEDI score.

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

<assets/survey-uploads/12205/497298-pMADJ4gk6R/Principal Evaluation-HEDI points.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 principal demonstrates a mastery level of the six domains detailed in the Marshall Principal Evaluation Rubric.
Effective: Overall performance and results meet standards.	An effective principal demonstrates a solid, expected professional performance level of the six domains detailed in the Marshall Principal Evaluation Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	A developing principal demonstrates progress toward an effective level of performance in the six domains detailed in the Marshall Principal Evaluation Rubric.
Ineffective: Overall performance and results do not meet standards.	A ineffective principal demonstrates an unsatisfactory level of performance in the six domains detailed in the Marshall Principal Evaluation Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	40-56
Ineffective	0-39

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, March 11, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	40-56
Ineffective	0-39

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/132105-Df0w3Xx5v6/Principal Improvement Plan-Seaford_1.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals shall be limited, after the composite score has been received, to annual principal evaluation ratings of Developing or Ineffective only. The appeals process shall be in place as long as the current* superintendent is serving as the Superintendent of Schools in Seaford. Should the current* superintendent no longer serve as the Superintendent of Schools in Seaford, the plan shall remain in place until such time as the parties can reconvene to renegotiate the appeals process, and the new plan is approved.

*at the date of signing of this agreement

After the grade 4-8 NYS ELA and Math assessment results and the NYS Regents exam results are made available, and State growth scores for principals are disseminated the completed annual evaluation written by the Assistant Superintendent for Curriculum, Instruction and Personnel will be given to the principal (prior to September 1).

Within ten school calendar days a principal will submit in writing to the Assistant Superintendent for Curriculum, Instruction and Personnel, artifacts and evidence reflecting their work throughout the evaluated year. Within five school calendar days the Assistant Superintendent of Schools for Curriculum, Instruction and Personnel will issue the final evaluation.

Within five school calendar days of receiving the Assistant Superintendent for Curriculum, Instruction and Personnel's decision of Ineffective or Developing or the issuance of the Principal Improvement Plan the principal may appeal that evaluation/PIP to the Superintendent of Schools in writing. The appeal shall state:

1. The substance of the APPR.
2. The school district's adherence to the standards and methodologies required for such reviews pursuant to 3012(c) of the education law.
3. The school district's adherence to the Regulations of the Commissioner and compliance with applicable locally negotiated procedures.
4. The school district's issuance and/or implementation of the terms of the principal's improvement plan.

Any issue not raised in the appeal shall be deemed waived.

The Superintendent shall issue a written determination related to the appeal within five school calendar days. The decision of the Superintendent shall not be grievable, arbitrable, nor reviewable in any other forum. The timeframes above may be modified upon mutual agreement of the parties. All steps in this process shall be completed in a timely and expeditious manner.

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

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

The Superintendent and Assistant Superintendent for Curriculum, Instruction and Personnel have received Lead Evaluator Training from Nassau BOCES during the 12-13 school year. Both administrators were calibrated and certified as lead evaluators through Nassau BOCES in the Spring of 2013. Both the Superintendent and Assistant Superintendent will take part in any additional lead evaluator training as required by NYSED and offered by Nassau BOCES.

The Superintendent and the Assistant Superintendent for Curriculum and Instruction have received a combination of direct training from Nassau BOCES during the 12-13 school year. This totaled seven separate training sections. This training included analysis of the nine elements stipulated in the Rules of the Board of Regents, Section 30-2.9. Inter-rater reliability was part of the training but will also be continually reassessed through discussions by certified district personnel who have observation and evaluation responsibility. It is the intention of the Seaford School District to utilize future training sessions offered by Nassau BOCES to remain current and certified with regard to APPR. Seaford will take part in ongoing training for the certification and/or recertification for all evaluators on an annual basis. Evaluators will be involved in training quarterly. New evaluators will receive training on the nine elements found in section thirty of the Regents rules.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, June 19, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/497301-3Uqgn5g9Iu/Seaford APPR certification form.pdf>

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

HEDI Translation Template for Local Scores Counting as 15% of Composite

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 8 to 13

11

Target Percent - as %

80%

Note: The point values and ranges on the HEDI point scale (from zero)

	HEDI Points	Target Achieved	HEDI scores and Target Range	
Ineffective	0	0.00%	0.00%	to 8.12%
	1	8.13%	8.13%	to 16.24%
	2	16.25%	16.25%	to 24.37%
Developing	3	24.38%	24.38%	to 32.49%
	4	32.50%	32.50%	to 40.62%
	5	40.63%	40.63%	to 48.74%
	6	48.75%	48.75%	to 56.87%
	7	56.88%	56.88%	to 64.99%
Effective	8	65.00%	65.00%	to 69.99%
	9	70.00%	70.00%	to 74.99%
	10	75.00%	75.00%	to 79.99%
	11	80.00%	80.00%	to 84.99%
	12	85.00%	85.00%	to 89.99%
	13	90.00%	90.00%	to 94.99%
Highly Effective	14	95.00%	95.00%	to 97.50%
	15	100.00%	97.51%	to 100.00%

HEDI Calculator

HEDI Calculator	Number of students	Target Percent	Actual Percent Achieved	HEDI score	HEDI Points Awarded
Class 1	30	80%	92	13	5.3
Class 2	21	80%	70	9	2.6
Class 3	23	80%	78	10	3.1
Class 4					0.0
Class 5					0.0
Class 6					0.0
Total	74				10.9

Calculated values are printed in red.

This template translates a target score to a HEDI score. As shown in columns E, F & G, each translation is based on the target required for the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the "Highly Effective" and "Effective" ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 11, there are four equal steps to 100%. Thus, all steps in the the "Highly Effective" and "Effective" ranges represent 1/4 of the difference between the Anchor Point and 100%.

HEDI scores in the "Developing" and "Ineffective" ranges are defined by the eight scores (0 to 7) in these ranges. Each step is diminished by 1/8th of the score cited for HEDI level 9.

For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

Standard rounding rules apply and will converted to whole numbers.

HEDI Translation Template for Target Scores Counting as 20% of Composite

Enter HEDI Anchor Point (range 9-17) and anticipated Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17

13

Target Percent - as %

75%

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by SED regulations.

	HEDI Points	Target Achieved	HEDI scores and Target Range
Ineffective	0	0.00%	0.00% to 6.74%
	1	6.75%	6.75% to 13.48%
	2	13.49%	13.49% to 20.23%
Developing	3	20.24%	20.24% to 26.97%
	4	26.98%	26.98% to 33.72%
	5	33.73%	33.73% to 40.47%
	6	40.48%	40.48% to 47.21%
	7	47.22%	47.22% to 53.96%
	8	53.97%	53.97% to 60.70%
Effective	9	60.71%	60.71% to 64.28%
	10	64.29%	64.29% to 67.85%
	11	67.86%	67.86% to 71.42%
	12	71.43%	71.43% to 74.99%
	13	75.00%	75.00% to 78.56%
	14	78.57%	78.57% to 82.13%
	15	82.14%	82.14% to 85.70%
	16	85.71%	85.71% to 89.28%
	17	89.29%	89.29% to 92.85%
Highly Effective	18	92.86%	92.86% to 96.42%
	19	96.43%	96.43% to 98.21%
	20	100.00%	98.22% to 100.00%

HEDI Calculator

HEDI Calculator	Number of students	Target Percent	Actual Percent Achieved	HEDI score	HEDI Points Awarded
Class 1	30	75%	75%	13	3.1
Class 2	21	75%	95%	18	3.0
Class 3	23	75%	80%	14	2.6
Class 4	50	75%	80%	14	5.6
Class 5				0	0.0
Class 6				0	0.0
Total	124				14.4

Calculated values are printed in red.

This template translates a Target score to a HEDI score. As shown in columns E, F & G, each translation is based on the target required for the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the “Highly Effective” and “Effective” ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 15, there are five equal steps to 100%. Thus, all steps in the the “Highly Effective” and “Effective” ranges represent 1/5 of the difference between the Anchor Point and 100%.

HEDI scores in the “Developing” and “Ineffective” ranges are defined by the nine scores (0 to 8) in these ranges. Each step is diminished by 1/9th of the score cited for HEDI level 9.

For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

Standard rounding rules apply and will converted to whole numbers.

See other tab for 15 pt variable calculator.

OTHER ELEMENTARY COURSES APPR CHART

RATING	SAMPLE		SAMPLE	
	HEDI POINTS	% GROWTH HEDI RANGE	OTHER ELEM	% OF STUDENTS AT LEVEL 3/4
INEFFECTIVE	0	-22% & down	12.05	0 to 14.04
	1	-20%- (-21%)	14.05	14.05 to 16.04
	2	-18%- (-19%)	16.05	16.05 to 18.04
DEVELOPING	3	-16%- (-17%)	18.05	18.05 to 20.04
	4	-14%- (-15%)	20.05	20.05 to 22.04
	5	-12%- (-13%)	22.05	22.05 to 24.04
	6	-10%- (-11%)	24.05	24.05 to 26.04
	7	-8%- (-9%)	26.05	26.05 to 28.04
	8	-6%- (-7%)	28.05	28.05 to 30.04
EFFECTIVE	9	-4%- (-5%)	30.05	30.05 to 32.04
	10	-2%- (-3%)	32.05	32.05 to 34.04
	11	-1%	34.05	34.05 to 35.04
	12	0%	35.05	35.05 to 36.04
	13	1%	36.05	36.05 to 37.04
	14	2%	37.05	37.05 to 38.04
	15	3%	38.05	38.05 to 39.04
	16	4%	39.05	39.05 to 40.04
	17	5%	40.05	40.05 to 41.04
HIGHLY EFFECTIVE	18	6%	41.05	41.05 to 42.04
	19	7%	42.05	42.05 to 43.04
	20	8% & up	43.05	43.05 & UP

K-2nd ELEMENTARY COURSES APPR CHART

RATING	SAMPLE		SAMPLE	
	HEDI POINTS	% GROWTH HEDI RANGE	K to 2nd	% OF STUDENTS AT LEVEL 3/4
INEFFECTIVE	0	-22% & down	15.48	0 to 17.47
	1	-20%- (-21%)	17.48	17.48 to 19.47
	2	-18%- (-19%)	19.48	19.48 to 21.47
DEVELOPING	3	-16%- (-17%)	21.48	21.48 to 23.47
	4	-14%- (-15%)	23.48	23.48 to 25.47
	5	-12%- (-13%)	25.48	25.48 to 27.47
	6	-10%- (-11%)	27.48	27.48 to 29.47
	7	-8%- (-9%)	29.48	29.48 to 31.47
	8	-6%- (-7%)	31.48	31.48 to 33.47
EFFECTIVE	9	-4%- (-5%)	33.48	33.48 to 35.47
	10	-2%- (-3%)	35.48	35.48 to 37.47
	11	-1%	37.48	37.48 to 38.47
	12	0%	38.48	38.48 to 39.47
	13	1%	39.48	39.48 to 40.47
	14	2%	40.48	40.48 to 41.47
	15	3%	41.48	41.48 to 42.47
	16	4%	42.48	42.48 to 43.47
	17	5%	43.48	43.48 to 44.47
HIGHLY EFFECTIVE	18	6%	44.48	44.48 to 45.47
	19	7%	45.48	45.48 to 46.47
	20	8% & up	46.48	46.48 & UP

MIDDLE COURSES APPR CHART

SAMPLE SAMPLE

RATING	HEDI POINTS	% GROWTH HEDI RANGE	MIDDLE COURSES	% OF STUDENTS AT LEVEL 3/4
INEFFECTIVE	0	-22% & down	15.87	0 to 17.86
	1	-20%- (-21%)	17.87	17.87 to 19.86
	2	-18%- (-19%)	19.87	19.87 to 21.86
DEVELOPING	3	-16%- (-17%)	21.87	21.87 to 23.86
	4	-14%- (-15%)	23.87	23.87 to 25.86
	5	-12%- (-13%)	25.87	25.87 to 27.86
	6	-10%- (-11%)	27.87	27.87 to 29.86
	7	-8%- (-9%)	29.87	29.87 to 31.86
	8	-6%- (-7%)	31.87	31.87 to 33.86
EFFECTIVE	9	-4%- (-5%)	33.87	33.87 to 35.86
	10	-2%- (-3%)	35.87	35.87 to 37.86
	11	-1%	37.87	37.87 to 38.86
	12	0%	38.87	38.87 to 39.86
	13	1%	39.87	39.87 to 40.86
	14	2%	40.87	40.87 to 41.86
	15	3%	41.87	41.87 to 42.86
	16	4%	42.87	42.87 to 43.86
	17	5%	43.87	43.87 to 44.86
HIGHLY EFFECTIVE	18	6%	44.87	44.87 to 45.86
	19	7%	45.87	45.87 to 46.86
	20	8% & up	46.87	46.87 & UP

HEDI Translation Template for Local Scores Counting as 15% of Composite

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 8 to 13

11

Target Percent - as %

80%

Note: The point values and ranges on the HEDI point scale (from zero)

	HEDI Points	Target Achieved	HEDI scores and Target Range	
Ineffective	0	0.00%	0.00%	to 8.12%
	1	8.13%	8.13%	to 16.24%
	2	16.25%	16.25%	to 24.37%
Developing	3	24.38%	24.38%	to 32.49%
	4	32.50%	32.50%	to 40.62%
	5	40.63%	40.63%	to 48.74%
	6	48.75%	48.75%	to 56.87%
	7	56.88%	56.88%	to 64.99%
Effective	8	65.00%	65.00%	to 69.99%
	9	70.00%	70.00%	to 74.99%
	10	75.00%	75.00%	to 79.99%
	11	80.00%	80.00%	to 84.99%
	12	85.00%	85.00%	to 89.99%
	13	90.00%	90.00%	to 94.99%
Highly Effective	14	95.00%	95.00%	to 97.50%
	15	100.00%	97.51%	to 100.00%

HEDI Calculator

HEDI Calculator	Number of students	Target Percent	Actual Percent Achieved	HEDI score	HEDI Points Awarded
Class 1	30	80%	92	13	5.3
Class 2	21	80%	70	9	2.6
Class 3	23	80%	78	10	3.1
Class 4					0.0
Class 5					0.0
Class 6					0.0
Total	74				10.9

Calculated values are printed in red.

This template translates a target score to a HEDI score. As shown in columns E, F & G, each translation is based on the target required for the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the "Highly Effective" and "Effective" ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 11, there are four equal steps to 100%. Thus, all steps in the the "Highly Effective" and "Effective" ranges represent 1/4 of the difference between the Anchor Point and 100%.

HEDI scores in the "Developing" and "Ineffective" ranges are defined by the eight scores (0 to 7) in these ranges. Each step is diminished by 1/8th of the score cited for HEDI level 9.

For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

Standard rounding rules apply and will converted to whole numbers.

HEDI Translation Template for Target Scores Counting as 20% of Composite

Enter HEDI Anchor Point (range 9-17) and anticipated Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17

13

Target Percent - as %

75%

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by SED regulations.

	HEDI Points	Target Achieved	HEDI scores and Target Range
Ineffective	0	0.00%	0.00% to 6.74%
	1	6.75%	6.75% to 13.48%
	2	13.49%	13.49% to 20.23%
Developing	3	20.24%	20.24% to 26.97%
	4	26.98%	26.98% to 33.72%
	5	33.73%	33.73% to 40.47%
	6	40.48%	40.48% to 47.21%
	7	47.22%	47.22% to 53.96%
	8	53.97%	53.97% to 60.70%
Effective	9	60.71%	60.71% to 64.28%
	10	64.29%	64.29% to 67.85%
	11	67.86%	67.86% to 71.42%
	12	71.43%	71.43% to 74.99%
	13	75.00%	75.00% to 78.56%
	14	78.57%	78.57% to 82.13%
	15	82.14%	82.14% to 85.70%
	16	85.71%	85.71% to 89.28%
	17	89.29%	89.29% to 92.85%
Highly Effective	18	92.86%	92.86% to 96.42%
	19	96.43%	96.43% to 98.21%
	20	100.00%	98.22% to 100.00%

HEDI Calculator

HEDI Calculator	Number of students	Target Percent	Actual Percent Achieved	HEDI score	HEDI Points Awarded
Class 1	30	75%	75%	13	3.1
Class 2	21	75%	95%	18	3.0
Class 3	23	75%	80%	14	2.6
Class 4	50	75%	80%	14	5.6
Class 5				0	0.0
Class 6				0	0.0
Total	124				14.4

Calculated values are printed in red.

This template translates a Target score to a HEDI score. As shown in columns E, F & G, each translation is based on the target required for the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the “Highly Effective” and “Effective” ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 15, there are five equal steps to 100%. Thus, all steps in the the “Highly Effective” and “Effective” ranges represent 1/5 of the difference between the Anchor Point and 100%.

HEDI scores in the “Developing” and “Ineffective” ranges are defined by the nine scores (0 to 8) in these ranges. Each step is diminished by 1/9th of the score cited for HEDI level 9.

For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

Standard rounding rules apply and will converted to whole numbers.

See other tab for 15 pt variable calculator.

OTHER ELEMENTARY COURSES APPR CHART

RATING	SAMPLE		SAMPLE	
	HEDI POINTS	% GROWTH HEDI RANGE	OTHER ELEM	% OF STUDENTS AT LEVEL 3/4
INEFFECTIVE	0	-22% & down	12.05	0 to 14.04
	1	-20%- (-21%)	14.05	14.05 to 16.04
	2	-18%- (-19%)	16.05	16.05 to 18.04
DEVELOPING	3	-16%- (-17%)	18.05	18.05 to 20.04
	4	-14%- (-15%)	20.05	20.05 to 22.04
	5	-12%- (-13%)	22.05	22.05 to 24.04
	6	-10%- (-11%)	24.05	24.05 to 26.04
	7	-8%- (-9%)	26.05	26.05 to 28.04
	8	-6%- (-7%)	28.05	28.05 to 30.04
EFFECTIVE	9	-4%- (-5%)	30.05	30.05 to 32.04
	10	-2%- (-3%)	32.05	32.05 to 34.04
	11	-1%	34.05	34.05 to 35.04
	12	0%	35.05	35.05 to 36.04
	13	1%	36.05	36.05 to 37.04
	14	2%	37.05	37.05 to 38.04
	15	3%	38.05	38.05 to 39.04
	16	4%	39.05	39.05 to 40.04
	17	5%	40.05	40.05 to 41.04
HIGHLY EFFECTIVE	18	6%	41.05	41.05 to 42.04
	19	7%	42.05	42.05 to 43.04
	20	8% & up	43.05	43.05 & UP

K-2nd ELEMENTARY COURSES APPR CHART

RATING	SAMPLE		SAMPLE	
	HEDI POINTS	% GROWTH HEDI RANGE	K to 2nd	% OF STUDENTS AT LEVEL 3/4
INEFFECTIVE	0	-22% & down	15.48	0 to 17.47
	1	-20%- (-21%)	17.48	17.48 to 19.47
	2	-18%- (-19%)	19.48	19.48 to 21.47
DEVELOPING	3	-16%- (-17%)	21.48	21.48 to 23.47
	4	-14%- (-15%)	23.48	23.48 to 25.47
	5	-12%- (-13%)	25.48	25.48 to 27.47
	6	-10%- (-11%)	27.48	27.48 to 29.47
	7	-8%- (-9%)	29.48	29.48 to 31.47
	8	-6%- (-7%)	31.48	31.48 to 33.47
EFFECTIVE	9	-4%- (-5%)	33.48	33.48 to 35.47
	10	-2%- (-3%)	35.48	35.48 to 37.47
	11	-1%	37.48	37.48 to 38.47
	12	0%	38.48	38.48 to 39.47
	13	1%	39.48	39.48 to 40.47
	14	2%	40.48	40.48 to 41.47
	15	3%	41.48	41.48 to 42.47
	16	4%	42.48	42.48 to 43.47
	17	5%	43.48	43.48 to 44.47
HIGHLY EFFECTIVE	18	6%	44.48	44.48 to 45.47
	19	7%	45.48	45.48 to 46.47
	20	8% & up	46.48	46.48 & UP

MIDDLE COURSES APPR CHART

SAMPLE SAMPLE

RATING	HEDI POINTS	% GROWTH HEDI RANGE	MIDDLE COURSES	% OF STUDENTS AT LEVEL 3/4
INEFFECTIVE	0	-22% & down	15.87	0 to 17.86
	1	-20%- (-21%)	17.87	17.87 to 19.86
	2	-18%- (-19%)	19.87	19.87 to 21.86
DEVELOPING	3	-16%- (-17%)	21.87	21.87 to 23.86
	4	-14%- (-15%)	23.87	23.87 to 25.86
	5	-12%- (-13%)	25.87	25.87 to 27.86
	6	-10%- (-11%)	27.87	27.87 to 29.86
	7	-8%- (-9%)	29.87	29.87 to 31.86
	8	-6%- (-7%)	31.87	31.87 to 33.86
EFFECTIVE	9	-4%- (-5%)	33.87	33.87 to 35.86
	10	-2%- (-3%)	35.87	35.87 to 37.86
	11	-1%	37.87	37.87 to 38.86
	12	0%	38.87	38.87 to 39.86
	13	1%	39.87	39.87 to 40.86
	14	2%	40.87	40.87 to 41.86
	15	3%	41.87	41.87 to 42.86
	16	4%	42.87	42.87 to 43.86
	17	5%	43.87	43.87 to 44.86
HIGHLY EFFECTIVE	18	6%	44.87	44.87 to 45.86
	19	7%	45.87	45.87 to 46.86
	20	8% & up	46.87	46.87 & UP

Form 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 7 General Music	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Grade 7 General Music Assessment
Grade 6 Chorus	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed 	Seaford UFSD Developed Grade 6 Chorus Assessment

	<ul style="list-style-type: none"> ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	
Grade 7/8 Chorus	<ul style="list-style-type: none"> 1) Change in % of student performance level on ○State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Seaford UFSD Developed Grade 7/8 Chorus Assessment
Grade 6 Computer	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party 	Seaford UFSD Developed Grade 6 Computer Assessment

	<ul style="list-style-type: none"> <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Family and Consumer Science 6	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Grade 6 Family and Consumer Science Assessment
Family and Consumer Science 7	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally 	Seaford UFSD Developed Grade 7 Family and Consumer Science Assessment

	<ul style="list-style-type: none"> <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Grade 7 Health	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Grade 7 Health Assessment
Grade 6 Foreign Cultures	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED 	Seaford UFSD Developed Grade 6 Foreign Cultures Assessment

	<ul style="list-style-type: none"> <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Grade 6 Physical Education	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Grade 6 Physical Education Assessment
Grade 7 Spanish	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED 	Seaford UFSD Developed Grade 7 Spanish Assessment

	<ul style="list-style-type: none"> <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Grade 7 French	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Grade 7 French Assessment

<p>Grade 7 Physical Education</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Grade 7 Physical Education Assessment</p>
<p>Grade 8 Physical Education</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Grade 8 Physical Education Assessment</p>

<p>MS Resource Room</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed MS Resource Room Assessment</p>
<p>Spanish 8</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Regionally Developed Foreign Language Association of Curriculum Supervisors (FLACS) Checkpoint A Exam-Spanish</p>

<p>French 8</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Regionally Developed Foreign Language Association of Curriculum Supervisors (FLACS) Checkpoint A Exam-French</p>
<p>Technology Education 8</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Technology 8 Assessment</p>

<p>Science 7 Enriched</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Science 7 Enriched Assessment</p>
<p>Career Development Program- MS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Middle School Career Development Program Assessment</p>

<p>Career Development Program-HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed High School Career Development Program Assessment</p>
<p>English 12</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed English 12 Assessment</p>

<p>Economics</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Economics Assessment</p>
<p>Participation in Government</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Participation in Government Assessment</p>

<p>Math 12</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Math 12 Assessment</p>
<p>Learning Lab -HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Learning Lab Assessment</p>

<p>Resource Room-HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Resource Room Assessment</p>
<p>Publications-HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Publications Assessment</p>

<p>Sociology</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Sociology Assessment</p>
<p>Psychology</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Psychology Assessment</p>

<p>Participation in Government-SUPA</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Syracuse University Project Advanced Participation in Government Assessment</p>
<p>Psychology-SUPA</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Psychology Syracuse University Project Advanced Assessment</p>

<p>Economics-SUPA</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Syracuse University Project Advanced Economics Assessment</p>
<p>Geometry Emphasized</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Integrated Geometry Emphasized Assessment</p>

<p>Algebra 2/ Trigonometry Extended 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Integrated Algebra 2 Trigonometry Extended 1 Assessment</p>
<p>Algebra 2/Trigonometry Extended 2</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Regents Exam Algebra2/ Trigonometry</p>

<p>Pre-Calculus</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Pre-Calculus Assessment</p>
<p>Pre-Calculus Advanced</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Pre Calculus Advanced Assessment</p>

<p>Calculus AB</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Calculus AB Assessment</p>
<p>Calculus BC</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Calculus BC Assessment</p>

Biology AP	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Biology AP Assessment
Chemistry AP	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Chemistry AP Assessment

AP Physics B	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed AP Physics B Assessment
Human Anatomy and Physiology	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Human Anatomy and Physiology Assessment

<p>Marine Biology</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Marine Biology Assessment</p>
<p>Forensic Science</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Forensic Science Assessment</p>

<p>The Oceans</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed The Oceans Assessment</p>
<p>French 2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed French 2 Assessment</p>

<p>French 3</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Regionally Developed Foreign Language Association of Curriculum Supervisors (FLACS) Checkpoint B Exam-French</p>
<p>French AP</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed French AP Assessment</p>

Spanish 1	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Spanish 1 Assessment
Spanish 2	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Spanish 2 Assessment

<p>Spanish 3</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Regionally Developed Foreign Language Association of Curriculum Supervisors (FLACS) Checkpoint B Exam - Spanish</p>
<p>Spanish AP</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Spanish AP Assessment</p>

<p>Italian 3</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Regionally Developed Foreign Language Association of Chairpersons and Supervisors Check point B exam in Italian</p>
<p>Keyboarding for Business and College</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Keyboarding for Business and College Assessment</p>

<p>Computer Skills for College and Careers</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Computer Skills for College and Careers Assessment</p>
<p>Fashion Merchandizing</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Fashion Merchandizing Assessment</p>

<p>Career and Financial Management</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Career and Financial Management Assessment</p>
<p>Sports and Entertainment Marketing</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Sports and Entertainment Marketing Assessment</p>

<p>Marketing/Advertisizing</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Marketing/Advertisizing Assessment</p>
<p>Accounting</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Accounting Assessment</p>

<p>College Accounting</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed College Accounting Assessment</p>
<p>Business and Personal Law</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Business and Personal Law Assessment</p>

<p>Math and Finance Applications</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Math and Finance Applications Assessment</p>
<p>Intro. To Software Development VB-1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Intro to Software Development VB-1 Assessment</p>

<p>Pre -AP Computer Science Java-1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Pre-AP Computer Science Java 1 Assessment</p>
<p>Software Development VB-2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Software Development VB-2 Assessment</p>

<p>Electricity/Electronics</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Electricity/Electronics Assessment</p>
<p>Production Systems</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Production Systems Assessment</p>

<p>Transportation Systems</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Transportation Systems Assessment</p>
<p>Architectural CAD</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Architectural CAD Assessment</p>

<p>Basic Car Care</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Basic Car Care Assessment</p>
<p>Photography 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Photography 1 Assessment</p>

Photography 2	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Photography 2 Assessment
Math/Science/Technology Principles	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Math/Science/Technology Assessment

Intro. to Art	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Intro to Art Assessment
Intro. to Media Arts	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Seaford UFSD Developed Intro to Media Arts Assessment

<p>Computer Graphics 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Computer Graphics 1 Assessment</p>
<p>Computer Graphics 2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Computer Graphics 2 Assessment</p>

<p>Graphic Design</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Graphic Design Assessment</p>
<p>Digital Film Production 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Digital Film Production 1 Assessment</p>

<p>Drawing and Painting 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Drawing and Painting 1 Assessment</p>
<p>Drawing and Painting 2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Drawing and Painting 2 Assessment</p>

<p>Sculpture</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Sculpture Assessment</p>
<p>AP Art and Drawing</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed AP Art and Drawing Assessment</p>

<p>Health-HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Health Assessment</p>
<p>Physical Education- HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Physical Education Assessment</p>

<p>Mixed Chorus- HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Mixed Chorus Assessment</p>
<p>Chorale-HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed HS Chorale Assessment</p>

<p>Symphonic Band</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Symphonic Band Assessment</p>
<p>Concert Band-HS</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Concert Band Assessment</p>

<p>Music Theory 1</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Music Theory 1 Assessment</p>
<p>Music Theory 2</p>	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Seaford UFSD Developed Music Theory 2 Assessment</p>

<p>Literacy Workshop 7</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Grade 7 ELA Assessment</p>
<p>Literacy Workshop 8</p>	<ul style="list-style-type: none"> <input checked="" type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input checked="" type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	<p>Grade 8 ELA Assessment</p>

HEDI Translation Template for Local Scores Counting as 15% of Composite

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 8 to 13

11

Target Percent - as %

80%

Note: The point values and ranges on the HEDI point scale (from zero)

	HEDI Points	Target Achieved	HEDI scores and Target Range	
Ineffective	0	0.00%	0.00%	to 8.12%
	1	8.13%	8.13%	to 16.24%
	2	16.25%	16.25%	to 24.37%
Developing	3	24.38%	24.38%	to 32.49%
	4	32.50%	32.50%	to 40.62%
	5	40.63%	40.63%	to 48.74%
	6	48.75%	48.75%	to 56.87%
	7	56.88%	56.88%	to 64.99%
Effective	8	65.00%	65.00%	to 69.99%
	9	70.00%	70.00%	to 74.99%
	10	75.00%	75.00%	to 79.99%
	11	80.00%	80.00%	to 84.99%
	12	85.00%	85.00%	to 89.99%
	13	90.00%	90.00%	to 94.99%
Highly Effective	14	95.00%	95.00%	to 97.50%
	15	100.00%	97.51%	to 100.00%

HEDI Calculator

HEDI Calculator	Number of students	Target Percent	Actual Percent Achieved	HEDI score	HEDI Points Awarded
Class 1	30	80%	92	13	5.3
Class 2	21	80%	70	9	2.6
Class 3	23	80%	78	10	3.1
Class 4					0.0
Class 5					0.0
Class 6					0.0
Total	74				10.9

Calculated values are printed in red.

This template translates a target score to a HEDI score. As shown in columns E, F & G, each translation is based on the target required for the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the "Highly Effective" and "Effective" ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 11, there are four equal steps to 100%. Thus, all steps in the the "Highly Effective" and "Effective" ranges represent 1/4 of the difference between the Anchor Point and 100%.

HEDI scores in the "Developing" and "Ineffective" ranges are defined by the eight scores (0 to 7) in these ranges. Each step is diminished by 1/8th of the score cited for HEDI level 9.

For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

Standard rounding rules apply and will converted to whole numbers.

HEDI Translation Template for Target Scores Counting as 20% of Composite

Enter HEDI Anchor Point (range 9-17) and anticipated Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17

13

Target Percent - as %

75%

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by SED regulations.

	HEDI Points	Target Achieved	HEDI scores and Target Range
Ineffective	0	0.00%	0.00% to 6.74%
	1	6.75%	6.75% to 13.48%
	2	13.49%	13.49% to 20.23%
Developing	3	20.24%	20.24% to 26.97%
	4	26.98%	26.98% to 33.72%
	5	33.73%	33.73% to 40.47%
	6	40.48%	40.48% to 47.21%
	7	47.22%	47.22% to 53.96%
	8	53.97%	53.97% to 60.70%
Effective	9	60.71%	60.71% to 64.28%
	10	64.29%	64.29% to 67.85%
	11	67.86%	67.86% to 71.42%
	12	71.43%	71.43% to 74.99%
	13	75.00%	75.00% to 78.56%
	14	78.57%	78.57% to 82.13%
	15	82.14%	82.14% to 85.70%
	16	85.71%	85.71% to 89.28%
	17	89.29%	89.29% to 92.85%
Highly Effective	18	92.86%	92.86% to 96.42%
	19	96.43%	96.43% to 98.21%
	20	100.00%	98.22% to 100.00%

HEDI Calculator

HEDI Calculator	Number of students	Target Percent	Actual Percent Achieved	HEDI score	HEDI Points Awarded
Class 1	30	75%	75%	13	3.1
Class 2	21	75%	95%	18	3.0
Class 3	23	75%	80%	14	2.6
Class 4	50	75%	80%	14	5.6
Class 5				0	0.0
Class 6				0	0.0
Total	124				14.4

Calculated values are printed in red.

This template translates a Target score to a HEDI score. As shown in columns E, F & G, each translation is based on the target required for the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the “Highly Effective” and “Effective” ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 15, there are five equal steps to 100%. Thus, all steps in the the “Highly Effective” and “Effective” ranges represent 1/5 of the difference between the Anchor Point and 100%.

HEDI scores in the “Developing” and “Ineffective” ranges are defined by the nine scores (0 to 8) in these ranges. Each step is diminished by 1/9th of the score cited for HEDI level 9.

For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

Standard rounding rules apply and will converted to whole numbers.

See other tab for 15 pt variable calculator.

OTHER ELEMENTARY COURSES APPR CHART

RATING	SAMPLE		SAMPLE	
	HEDI POINTS	% GROWTH HEDI RANGE	OTHER ELEM	% OF STUDENTS AT LEVEL 3/4
INEFFECTIVE	0	-22% & down	12.05	0 to 14.04
	1	-20%- (-21%)	14.05	14.05 to 16.04
	2	-18%- (-19%)	16.05	16.05 to 18.04
DEVELOPING	3	-16%- (-17%)	18.05	18.05 to 20.04
	4	-14%- (-15%)	20.05	20.05 to 22.04
	5	-12%- (-13%)	22.05	22.05 to 24.04
	6	-10%- (-11%)	24.05	24.05 to 26.04
	7	-8%- (-9%)	26.05	26.05 to 28.04
	8	-6%- (-7%)	28.05	28.05 to 30.04
EFFECTIVE	9	-4%- (-5%)	30.05	30.05 to 32.04
	10	-2%- (-3%)	32.05	32.05 to 34.04
	11	-1%	34.05	34.05 to 35.04
	12	0%	35.05	35.05 to 36.04
	13	1%	36.05	36.05 to 37.04
	14	2%	37.05	37.05 to 38.04
	15	3%	38.05	38.05 to 39.04
	16	4%	39.05	39.05 to 40.04
	17	5%	40.05	40.05 to 41.04
HIGHLY EFFECTIVE	18	6%	41.05	41.05 to 42.04
	19	7%	42.05	42.05 to 43.04
	20	8% & up	43.05	43.05 & UP

K-2nd ELEMENTARY COURSES APPR CHART

RATING	SAMPLE		SAMPLE	
	HEDI POINTS	% GROWTH HEDI RANGE	K to 2nd	% OF STUDENTS AT LEVEL 3/4
INEFFECTIVE	0	-22% & down	15.48	0 to 17.47
	1	-20%- (-21%)	17.48	17.48 to 19.47
	2	-18%- (-19%)	19.48	19.48 to 21.47
DEVELOPING	3	-16%- (-17%)	21.48	21.48 to 23.47
	4	-14%- (-15%)	23.48	23.48 to 25.47
	5	-12%- (-13%)	25.48	25.48 to 27.47
	6	-10%- (-11%)	27.48	27.48 to 29.47
	7	-8%- (-9%)	29.48	29.48 to 31.47
	8	-6%- (-7%)	31.48	31.48 to 33.47
EFFECTIVE	9	-4%- (-5%)	33.48	33.48 to 35.47
	10	-2%- (-3%)	35.48	35.48 to 37.47
	11	-1%	37.48	37.48 to 38.47
	12	0%	38.48	38.48 to 39.47
	13	1%	39.48	39.48 to 40.47
	14	2%	40.48	40.48 to 41.47
	15	3%	41.48	41.48 to 42.47
	16	4%	42.48	42.48 to 43.47
	17	5%	43.48	43.48 to 44.47
HIGHLY EFFECTIVE	18	6%	44.48	44.48 to 45.47
	19	7%	45.48	45.48 to 46.47
	20	8% & up	46.48	46.48 & UP

MIDDLE COURSES APPR CHART

SAMPLE SAMPLE

RATING	HEDI POINTS	% GROWTH HEDI RANGE	MIDDLE COURSES	% OF STUDENTS AT LEVEL 3/4
INEFFECTIVE	0	-22% & down	15.87	0 to 17.86
	1	-20%- (-21%)	17.87	17.87 to 19.86
	2	-18%- (-19%)	19.87	19.87 to 21.86
DEVELOPING	3	-16%- (-17%)	21.87	21.87 to 23.86
	4	-14%- (-15%)	23.87	23.87 to 25.86
	5	-12%- (-13%)	25.87	25.87 to 27.86
	6	-10%- (-11%)	27.87	27.87 to 29.86
	7	-8%- (-9%)	29.87	29.87 to 31.86
	8	-6%- (-7%)	31.87	31.87 to 33.86
EFFECTIVE	9	-4%- (-5%)	33.87	33.87 to 35.86
	10	-2%- (-3%)	35.87	35.87 to 37.86
	11	-1%	37.87	37.87 to 38.86
	12	0%	38.87	38.87 to 39.86
	13	1%	39.87	39.87 to 40.86
	14	2%	40.87	40.87 to 41.86
	15	3%	41.87	41.87 to 42.86
	16	4%	42.87	42.87 to 43.86
	17	5%	43.87	43.87 to 44.86
	HIGHLY EFFECTIVE	18	6%	44.87
	19	7%	45.87	45.87 to 46.86
	20	8% & up	46.87	46.87 & UP

Standard I: Knowledge of Students and Student Learning

	Indicators	Ineffective - 1	Developing - 2	Effective - 3	Highly Effective - 4	Score
1A.	<i>Describes and plans using knowledge of developmental characteristics of students</i>	Teacher is unable to describe orally or apply in planning, the developmental characteristics of the age group.	Teacher describes orally and applies in planning, some knowledge of the developmental characteristics of the age group.	Teacher describes orally and applies in planning, an accurate knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher describes orally and applies in planning the extent to which individual students follow the general patterns and how 21st Century Skills fit into this knowledge base.	
2A.	<i>Uses strategies to support learning and language acquisition</i>	Teacher designs lessons with few strategies that support student learning and language acquisition needs. Teacher does not adjust instruction.	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 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 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.	
2B.	<i>Uses current research</i>	Teacher is unable to cite current research to explain instructional decisions.	Teacher cites limited or dated research to explain instructional decisions.	Teacher cites current research to explain instructional decisions.	Teacher cites current research to explain instructional decisions and seeks out additional research to inform practice.	
3A.	<i>Plans for student strengths, interests, experiences to meet diverse learning needs of each student</i>	Teacher's plans do not vary or modify instruction to meet the strengths, interests, experiences, or diverse learning needs of students.	Teacher's plans vary or modify instruction to meet the strengths, interests, experiences, and diverse learning needs of some students.	Teacher's plans vary or modify instruction to meet the strengths, interests, experiences, diverse learning needs of most students.	Teacher's plans vary or modify instruction to meet the strengths, interests, experiences, 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.	
4A.	<i>Communicates with parents, guardians, and/or caregivers.</i>	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 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 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 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.	

5A.	<i>Incorporates the knowledge of school community and environmental factors</i>	Teacher does not incorporate knowledge and understanding of the school community when designing or implementing instruction.	Teacher incorporates general knowledge of the school community when planning and implementing instruction.	Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction reflecting a deep understanding of the school community.	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.	
5B.	<i>Incorporates multiple perspectives</i>	Teacher does not consider students' personal and family experiences when discussing content.	Teacher considers students' personal and family experiences when planning delivery of content by incorporating more than one perspective.	Teacher considers students' personal and family experiences when planning delivery of content by incorporating multiple perspectives.	Teacher considers students' personal and family experiences when planning delivery of content by incorporating multiple perspectives. Students offer their personal perspective as it relates to the content and the teacher incorporates those perspectives in planning.	
6A.	<i>Understands technological literacy and its impact on student learning</i>	Teacher does not plan the use of 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 plans the use of 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 plans the use of available technological tools and communication strategies to engage most students, and to 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 plans the use of 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.	
Average Rating (1 - 4) =						

Rubric Details

Category	Rating Average	Points Awarded	Percentage Range (Accounting for Rounding)	Rationale
Highly Effective	3.50 – 4.00	59 – 60	97.50% – 100.00%	If a teacher receives over half "Highly Effective" ratings, and the rest "Effective" ratings, then the teacher falls into the "Highly Effective" Category
Effective	2.50 – 3.49	57 – 58	94.17% – 97.49%	If a teacher receives over half "Effective" ratings, and the rest either "Highly Effective" or "Developing" ratings, then the teacher falls into the "Effective" Category.
Developing	1.50 – 2.49	50 – 56	82.51% – 94.16%	If a teacher receives over half "Developing" ratings and the rest "Effective" or "Ineffective" ratings, then the teacher falls into the "Developing" Category.
Ineffective	1.00 – 1.49	0 – 49	0.00% – 82.50%	If a teacher receives over half "Ineffective" ratings and the rest in the "developing" and/or "effective" categories, then the teacher falls into the "Ineffective" Category
				If a teacher receives one "Developing" rating, this will be balanced out by that teacher receiving one "Highly Effective" rating.

Calculations of Points Earned

Category	Explanation of Distribution	Formula
Highly Effective	If the <u>Average Rating</u> is between <u>3.50</u> and <u>4.00</u> , then the Points Awards will be Uniformly Distributed between <u>59</u> and <u>60</u> possible total points.	$59 + 2(\text{Weighted Average} - 3.50)$
Effective	If the <u>Average Rating</u> is between <u>2.50</u> and <u>3.49</u> , then the Points Awards will be Uniformly Distributed between <u>57</u> and <u>58</u> possible total points.	$57 + (\text{Weighted Average} - 2.50)$
Developing	If the <u>Average Rating</u> is between <u>1.50</u> and <u>2.49</u> , then the Points Awards will be Uniformly Distributed between <u>49</u> and <u>56</u> possible total points.	$50 + 6(\text{Weighted Average} - 1.50)$
Ineffective	If the <u>Average Rating</u> is between <u>1.00</u> and <u>1.49</u> , then the Points Awards will be Uniformly Distributed between <u>0</u> and <u>48</u> possible total points.	$100(\text{Weighted Average} - 1.00)$

Rubric Generated Score (Out of 60)

Standard	Standard Name	Number of Times Rated "Ineffective"	Number of Times Rated "Developing"	Number of Times Rated "Effective"	Number of Times Rated "Highly Effective"	Average Rating for this Standard
Standard I	Knowledge of Students and Student Learning	0	0	0	0	
Standard II	Knowledge of Content and Instructional Planning	0	0	0	0	
Standard III	Instructional Practice	0	0	0	0	
Standard IV	Learning Environment	0	0	0	0	
Standard V	Assessment for Student Learning	0	0	0	0	
Standard VI	Professional Responsibilities and Collaboration	0	0	0	0	
Standard VII	Professional Growth	0	0	0	0	

Average Rating of all Standards =

Teacher Rating =

Number of Points (Out of 60) Awarded =

Standard II: Knowledge of Content and Instructional Planning

	Indicators	Ineffective - 1	Developing - 2	Effective - 3	Highly Effective - 4	Score
1A.	<i>Understands key discipline concepts, themes, learning standards and key disciplinary language</i>	Teacher does not understand or use in planning the key discipline concepts, themes or learning standards and does not plan for students to use and comprehend key disciplinary language.	Teacher has a rudimentary understanding and use in planning of the key discipline concepts and/or themes and occasionally plans instruction that allows students to use and comprehend key disciplinary language.	Teacher understands and plans key discipline concepts and themes in the discipline and can relate them to one another. Teacher plans instruction that allows students to be cognitively engaged in their use and comprehension of key disciplinary language	Teacher understands and purposefully plans key discipline concepts and themes in the discipline and how they relate within and outside of the discipline. Teacher plans instruction that allows students to be cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the discipline.	
1B.	<i>Uses current developments in pedagogy and content</i>	Teacher is not current on content-related pedagogy and is unable to cite current research to explain planned instructional decisions.	Teacher has a limited understanding of current content-related pedagogy and cites limited or dated research to explain planned instructional decisions.	Teacher understands current content-related pedagogy and cites current research to explain planned instructional decisions.	Teacher understands current content-related pedagogy and cites current research to explain planned instructional decisions. Teacher seeks out new developments to enhance practice.	
2A.	<i>Incorporates diverse social and cultural perspectives</i>	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 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 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 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.	
2B.	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	Teacher does plan opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher provides occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving.	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 plans 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.	
2C.	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	Teacher does not create learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher creates occasional learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher creates regular learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	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.	
3A.	<i>Designs learning experiences that connect to students' life experiences</i>	Teacher does not use a range of instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students.	Teacher attempts to design learning experiences that make connections between the content and students' life experiences; some connections may be inappropriate. Occasional connections to 21st Century skills are included.	Teacher frequently designs learning experiences that make appropriate connections between the content and students' life experiences. There are frequent connections to 21st Century skills.	Teacher frequently designs learning experiences that make appropriate connections between the content and students' life experiences. Teacher includes suggestions offered by students. 21st Century skills are embedded into each lesson.	

3B.	<i>Designs self-directed learning experiences</i>	Teacher does not design learning experiences that engage students in self-directed learning.	Teacher designs limited learning experiences that engage students in self-directed learning.	Teacher makes frequent, appropriate connections between the content and students' life experiences.	Teacher makes frequent and appropriate connections between the content and students' life experiences. Teacher includes suggestions offered by students.	
4A.	<i>Articulates learning objectives/goals with learning standards</i>	Teacher is unable to design learning experiences or articulate how learning objectives are aligned with learning standards and/or how students will achieve the learning goals.	Teacher is unable to design learning experiences and articulate how learning objectives are aligned with learning standards and some opportunities for students to achieve the learning goals.	Teacher is able to design learning experiences and 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 is able to design all learning experiences and 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.	
5A.	<i>Designs instruction to using current levels of student understanding</i>	Teacher does not use students' responses to questions, discussion or other work nor considers possible misconceptions when planning instruction.	Teacher uses students' responses to questions, discussion or other work, and may or may not consider common misconceptions when planning instruction.	Teacher uses students' responses to questions, discussion, and other work, and considers common misconceptions when planning instruction.	Teacher uses individual students' responses to questions, discussion, and other work, and routinely considers common misconceptions when planning instruction.	
5B.	<i>Designs learning experiences using prior knowledge</i>	Teacher does not design learning experiences that connect students' prior content knowledge to new learning.	Teacher designs some learning experiences that connect prior content knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge to new learning within and across disciplines.	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.	
6A.	<i>Organizes time</i>	Teacher does not consider time allocations to achieve learning goals.	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	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.	
6B.	<i>Selects materials and resources</i>	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.	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs.	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.	

Average Rating (1 - 4) =

Standard III: Instructional Practice

	Indicators	Ineffective - 1	Developing - 2	Effective - 3	Highly Effective - 4	Score
1A.	<i>Aligns instruction to standards</i>	Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning standards.	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning standards, but may be unable to clearly convey their relation to the learning experiences.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning standards and can convey how they relate to the learning experiences.	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning standards and can convey how they relate to the learning experiences. Students are able to make connections between different learning experiences and learning standards.	
1B.	<i>Uses research-based instruction</i>	Teacher does not implement research-based instructional practices.	Teacher implements some research-based instructional practices.	Teacher implements multiple research-based instructional practices.	Teacher implements multiple research-based instructional practices. Teacher seeks out the newest research to deepen and expand instruction.	
1C.	<i>Engages students</i>	Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	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'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'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.	
2A.	<i>Provides directions and procedures</i>	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.	
2B.	<i>Uses questioning techniques</i>	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in most students having an opportunity to respond.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require all students to respond.	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate many questions to advance their understanding.	
2C.	<i>Responds to students</i>	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking	Teacher responds to students' questions/comments. Responses challenge student thinking.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.	
2D.	<i>Communicates content</i>	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains content or serious grammatical errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Content is accurate and grammatical errors are insignificant to student understanding. Graphic methods are used occasionally.	Teacher's spoken and written language is clear. Content and grammar are accurate. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is correct and expressive. Content and grammar are accurate. Various graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content.	

3A.	<i>Articulates measures of success</i>	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	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.	
3B.	<i>Implements challenging learning experiences</i>	Teacher articulates low student expectations and does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher articulates moderate expectations for most or all students and attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher articulates high expectations for all students and 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.	
4A.	<i>Differentiates instruction</i>	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students. There is no attention to 21st Century skills.	Teacher uses only some differentiated instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge. There is occasional attention to 21st Century skills.	Teacher uses differentiated instructional strategies that are appropriate to groups of students and to the instructional outcomes. Strategies motivate and represent significant cognitive challenge and promote 21st Century Skills.	Teacher uses differentiated instructional strategies that motivate and engage each student in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are appropriate, for individual and diverse learners.	
4B.	<i>Implements strategies for mastery of learning outcomes</i>	Teacher adheres rigidly to an instructional approach, even when a change is clearly needed to allow students to demonstrate mastery of learning outcomes.	Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with partially successful results.	Teacher incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.	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.	
5A.	<i>Provides opportunities for collaboration</i>	The teacher provides few opportunities for students to collaborate with others.	The teacher provides occasional opportunities for students to collaborate with others from diverse groups and/or with opposing points of view.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher models effective interpersonal skills to promote collaborative student learning.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher transparently models and encourages effective use of interpersonal skills to build student capacity for collaboration. Students themselves ensure that all voices and ideas are heard in the discussion.	
5B.	<i>Provides synthesis, critical thinking, and problem-solving</i>	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 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 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 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.	

6A.	<i>Uses formative assessment</i>	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	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.	
6B.	<i>Provides feedback during and after instruction</i>	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students make use of the feedback in their learning.	
Average Rating (1 - 4) =						

Standard IV: Learning Environment

	Indicators	Ineffective - 1	Developing - 2	Effective - 3	Highly Effective - 4	Score
1A.	<i>Interactions with Students</i>	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-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-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-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.	
1B.	<i>Supports student diversity</i>	Teacher ignores diversity in the classroom and does not use it to support the learning environment.	Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.	
1C.	<i>Reinforces positive interactions among students</i>	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses inappropriate student interactions.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the age and cultures of the students.	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.	
2A.	<i>Promotes student pride in work and accomplishments</i>	Teacher does not promote a sense of pride in student work or accomplishment, discourages students from expressing their ideas, and/or initiating their own learning and achievement. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement. Students accept the teacher's insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment and creates an environment where all students are expected to express their ideas, take initiative and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals with innovation, flexibility and originality.	
2B.	<i>Promotes student curiosity and enthusiasm</i>	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged in learning.	Teacher conveys importance of learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged.	Teacher conveys enthusiasm for learning, and students demonstrate consistent commitment to its value. Students are cognitively engaged in appropriately challenging learning.	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.	

3A.	<i>Establishes routines/procedures /transitions and expectations for student behavior</i>	The teacher's routines/procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost between activities or lesson segments. Students are confused.	The teacher's routines/procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. Most students seem to understand them.	Teacher's routines/procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction.	The teacher and students have established seamless routines/ procedures/transitions and standards of conduct. They are clear to all students and appear to be internalized. Student assume responsibility in developing routines and standards of conduct, and in ensuring their efficient operation.	
3B.	<i>Establishes instructional groups</i>	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'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'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'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.	
4A.	<i>Organizes the learning environment</i>	Teacher has not organized the learning environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources.	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 has organized the learning environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. The resources are adjusted to support the learning activities.	Teacher has organized the learning 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.	
4B.	<i>Manages volunteers and/or para-professionals</i>	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers. Their presence is disruptive to the learning environment.	Teacher attempts to use the services and skills of the available paraprofessionals and/or volunteers. Their presence may be distracting to the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. Their presence supports the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, and resulting in a productive and proactive learning environment.	
4C.	<i>Establishes classroom safety</i>	Teacher does not know, or knows but does not implement classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher consistently implements classroom safety procedures.	Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures.	

Average Rating (1 - 4) =

Standard V: Assessment for Student Learning

	Indicators	Ineffective - 1	Developing - 2	Effective - 3	Highly Effective - 4	Score
1A.	<i>Designs and/or selects assessments to establish learning goals and inform instruction</i>	Teacher does not design or select appropriate, accessible diagnostic or ongoing formative assessment to establish learning goals or to inform instruction.	Teacher occasionally designs or selects appropriate, accessible diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher frequently designs or selects appropriate, accessible diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher regularly and skillfully designs and selects appropriate, accessible diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	
1B.	<i>Measures and records student achievement</i>	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 uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, including available technology, to document student performance.	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 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.	
1C.	<i>Aligns assessments to learning goals</i>	Teacher designs assessments that are not aligned with curricular and instructional goals and do not accurately determine mastery of student skills and knowledge.	Teacher designs some assessments that are aligned with curricular and instructional goals and accurately determine mastery of student skills and knowledge	Teacher designs most assessments to align with curricular and instructional goals and to accurately determine mastery of student skills and knowledge.	Teacher designs all assessments to align with curricular and instructional goals and to accurately determine mastery of each student's skills and knowledge.	
2A.	<i>Uses assessment data as feedback to set goals with students</i>	Teacher does not use assessment data as formative feedback to set goals with students or to design differentiated instruction.	Teacher occasionally uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher frequently uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher regularly uses assessment data as formative feedback to set goals with students and to design differentiated instruction; students monitor their progress towards their goals.	
2B.	<i>Engages students in self-assessment</i>	Teacher does not engage students in self assessment of their learning goals, strategies, or outcomes.	Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning	
3A.	<i>Accesses, analyzes and interprets assessments</i>	Teacher does not analyze or provide accurate information about or interpretation of various assessment data.	Teacher analyzes data accurately, provides appropriate information; interpretation of various assessment data may be rudimentary.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and inform instruction.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and design differentiated instruction. Students contribute information and participate in the interpretation of data.	
4A.	<i>Understands assessment measures and grading procedures</i>	Teacher demonstrates little understanding of student assessment measures, or grading procedures.	Teacher demonstrates limited understanding of student assessment measures or grading procedures.	Teacher demonstrates understanding of student assessment measures and grading procedures as a means of monitoring student progress.	Teacher demonstrates understanding of student assessment measures and grading procedures as means of monitoring progress for individual students.	

4B.	<i>Establishes an assessment system</i>	Teacher does not have an overall assessment system in which formative and/or summative data is used to inform instruction.	Teacher develops a rudimentary plan for an overall assessment system in which formative and summative data can be used to inform instruction.	Teacher develops a plan for an overall assessment system in which formative and summative data is used to inform instruction.	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.	
5A	<i>Communicates purposes and criteria</i>	Teacher does not communicate purposes of assessments, the assessment criteria or the parameters for success to students.	Teacher communicates purposes of assessments, the assessment criteria or the parameters for success to students, but for some students, the explanation is unclear.	Teacher communicates purposes of assessments, the assessment criteria, and the parameters for success, and the explanation is clear to most students.	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.	
5B.	<i>Provides preparation and practice</i>	Teacher does not prepare students for assessment formats by using authentic curriculum, skills and strategies, and/or does not provide appropriate accommodations/testing conditions for students with exceptional learning needs. Teacher rarely seeks out specialists to ensure accommodations meet individual student needs	With limited success, teacher prepares students for assessment formats by using authentic curriculum, skills, and strategies, and appropriate accommodations/testing conditions for students with exceptional learning needs. Teacher occasionally seeks out specialists to ensure accommodations meet individual student needs.	Teacher prepares students for assessment formats by using authentic curriculum, skills, and strategies, and appropriate accommodations/testing conditions for students with exceptional learning needs. Teacher frequently seeks out specialists to ensure accommodations meet individual student needs.	Teacher prepares students for assessment formats by using authentic curriculum, skills, and strategies, and appropriate accommodations/testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure accommodations meet individual student needs.	

Average Rating (1 - 4) =

Standard VI: Professional Responsibilities and Collaboration

	Indicators	Ineffective - 1	Developing - 2	Effective - 3	Highly Effective - 4	Score
1A.	<i>Demonstrates ethical, professional behavior</i>	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 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 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 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 or her own initiative.	
1B.	<i>Advocates for students</i>	Teacher does not advocate to meet the needs of students resulting in some students or groups being ill served.	Teacher sometimes advocates to meet the needs of students efforts.	Teacher consistently advocates to meet the students' needs.	Teacher is proactive in advocating for students' needs, and in seeking out resources when necessary	
1C.	<i>Demonstrates ethical use of information and information Technology</i>	Teacher does not comply with or advocate for the ethical use of information or information technology.	Teacher sometimes complies with and advocates for the ethical use of information and information technology	Teacher consistently complies with and advocates for the ethical use of information and information technology	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.	
1D.	<i>Completes training to comply with State and local requirements and jurisdictions</i>	Teacher does not complete trainings to meet State and local requirements	Teacher inconsistently completes trainings to meet State and local requirements	Teacher consistently completes trainings to meet State and local requirements.	Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement	
2A.	<i>Supports the school as an organization with a vision and Mission</i>	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 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 and district mission and vision, but is inconsistent in supporting or promoting the vision and mission.	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 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.	
2B.	<i>Participates on an instructional team.</i>	Teacher makes no effort to collaborate with teammates, paraprofessionals and volunteers or to share information and/or best practices with colleagues to support high expectations for student learning.	Teacher inconsistently collaborates with teammates, paraprofessionals and volunteers to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning.	Teacher collaborates with teammates, paraprofessionals and volunteers to support high expectations for student learning. Teacher regularly shares information and/or best practices with colleagues to improve practice and to support high expectations for student learning.	Teacher proactively collaborates with teammates, paraprofessionals and volunteers to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues	

2C.	<i>Collaborates with the larger Community</i>	Teacher does not to collaborate with the larger community to access and/or share learning resources.	Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so.	Teacher frequently collaborates with the larger community to access and share learning resources.	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.	
3A.	<i>Communicates student performance to families</i>	Teacher does not or rarely communicates expectations, student performance, or progress, with family's guardians/caregivers to enhance student development and achievement and/or discussions are addressed in a manner that is insensitive, negative, or blaming.	Teacher occasionally communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement. Discussions are intended to be respectful of and sensitive to cultural norms, but may not be entirely effective.	Teacher frequently communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement. Discussions are frequent, respectful, and sensitive to cultural norms.	Teacher establishes processes that enable and encourage regular, two-way communication with individual families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement. Students facilitate communication and contribute ideas that encourage family participation. Discussions are frequent, respectful, and sensitive to cultural norms.	
4A.	<i>Maintains records</i>	Teacher does not collect required data and/or records are in disarray, incomplete, or error-filled.	Teacher collects required data, monitoring is required to maintain accuracy.	Teacher collects required data that is timely and accurately maintained	Teacher's system for collecting and maintaining required data is highly effective and accurate with students contributing to its operation and maintenance as appropriate.	
4B.	<i>Manages time and Attendance</i>	Teacher does not manage time and/or attendance in adherence with district guidelines, negatively impacting student learning	Teacher usually manages time and/or attendance in adherence with district guidelines. Student learning is not negatively impacted.	Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is regular and professional, ensuring uninterrupted student learning.	Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is exemplary; ensuring that student learning is always a priority.	
4C.	<i>Maintains classroom and school resources and materials</i>	Teacher does not maintain classroom and/or school resources and materials.	Teacher usually maintains classroom and/or school resources and materials.	Teacher regularly maintains classroom and school resources.	Teacher always maintains classroom and school resources and materials. Students contribute to their maintenance as appropriate.	
4D.	<i>Participates in school and district events</i>	Teacher does not participate in school and district events.	Teacher occasionally participates in school and district events or does so only when specifically asked or required.	Teacher regularly participates in school and district events	Teacher actively volunteers to participate in school and district events, and sometimes assumes a leadership role.	
5A.	<i>Communicates policies</i>	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.	Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	Teacher knowledgeable communicates relevant regulations and policies to stakeholders.	Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders.	
5B.	<i>Maintains Confidentiality</i>	Teacher does not maintain confidentiality regarding student records or information.	Teacher inconsistently maintains confidentiality regarding student records and information.	Teacher maintains confidentiality regarding student records and information in a professional manner.	Teacher models the maintenance of confidentiality regarding student records and information in a professional manner.	
5C.	<i>Reports concerns</i>	Teacher does not report instances of child abuse, safety violations, bullying or other concerns.	Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns	Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and models appropriate reporting.	

5D.	<i>Adheres to policies and contractual obligations and accesses resources</i>	Teacher does not adhere to or access information about board policies, district procedures, and/or contractual obligations as they relate to students' rights and teachers' responsibilities.	Teacher usually adheres to and accesses some board policies, district procedures, and contractual obligations as they relate to students' rights and teachers' responsibilities. Teacher may not be fully aware of policies, obligations and all available resources.	Teacher adheres to and accesses information about board policies, district procedures, and contractual obligations, as they relate to students' rights and teachers' responsibilities.	Teacher always adheres to and accesses information about board policies, district procedures, and contractual obligations, and actively advocates compliance as they relate to students' rights and teachers' and serves as a resource to others	
Average Rating (1 - 4) =						

Standard VII: Professional Growth

	Indicators	Ineffective - 1	Developing - 2	Effective - 3	Highly Effective - 4	Score
1A.	<i>Reflects on evidence of student learning</i>	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.	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 regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	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.	
1B.	<i>Plans professional growth</i>	Teacher rarely uses reflection or other information to identify strengths and weaknesses or bias to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses or bias to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.	
2A.	<i>Sets goals</i>	Teacher does not set goals to enhance personal strengths or address personal weaknesses in teaching practice	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 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 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.	
2B.	<i>Engages in professional growth</i>	Teacher does not engage in professional growth to expand knowledge of current research in curriculum, instruction, and assessment methods.	Teacher occasionally engages in professional growth acquiring minimal knowledge of current research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice.	Teacher regularly engages in professional growth expanding knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.	Teacher regularly seeks out and engages in professional growth expanding 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 and/or provides professional development and/or support for others.	
3A.	<i>Gives and receives constructive feedback</i>	Teacher does not give or receive constructive feedback to improve professional practice.	Teacher inconsistently gives or receives constructive feedback to improve professional practice.	Teacher regularly gives, receives and acts upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner.	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.	
3B.	<i>Collaborates</i>	Teacher does not collaborate with peers, or interactions are negative.	Teacher inconsistently collaborates with peers to improve professional practice.	Teacher regularly collaborates with peers 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.	

4A.	<i>Accesses professional memberships and resources</i>	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 belongs to relevant professional organizations. Teacher occasionally accesses and/or uses professional resources to teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to	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.	
Average Rating (1 - 4) =						

SEAFORD UNION FREE SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN

(To be completed by teacher in consultation with administrator)

School Year 20__ - 20__

Name: _____

Position: _____

Signature: _____

Date: _____

Building(s): _____

Principal/Designee Name: _____

Title: _____

Signature: _____

Date: _____

AREA(S)NEEDING IMPROVEMENT	ACTION PLAN (DETAIL STEPS TO BE TAKEN AND SUPPORTS TO BE PROVIDED)	TIMELINE FOR COMPLETION	EVIDENCE

Teacher's Comments:

Administrator's Comments:

PES 1:

	<i>SAMPLE</i>	
Points	% Growth HEDI Range	Percentage
20	8% + up	46.475 or higher
19	7%	45.475 – 46.474
18	6%	44.475 – 45.474
17	5%	43.475 – 44.474
16	4%	42.475 – 43.474
15	3%	41.475 – 42.474
14	2%	40.475 – 41.474
13	1%	39.475 – 40.474
12	0%	38.475 – 39.474
11	-1%	37.475 – 38.474
10	-2% - (-3%)	35.475 – 37.474
9	-4% - (-5%)	33.475 – 35.474
8	-6% - (-7%)	31.475 – 33.474
7	-8% - (-9%)	29.475 – 31.474
6	-10% - (-11%)	27.475 – 29.474
5	-12% - (-13%)	25.475 – 27.474
4	-14% - (-15%)	23.475 – 25.474
3	-16% - (-17%)	21.475 – 23.474
2	-18% - (-19%)	19.475 – 21.474
1	-20% - (-21%)	17.475 – 19.474
0	-22% + down	17.474 or less

PMS 1:

	<i>SAMPLE</i>	
Points	% Growth HEDI Range	Percentage
20	8% + up	41.75 or higher
19	7%	40.75 – 41.74
18	6%	39.75 – 40.74
17	5%	38.75 – 39.74
16	4%	37.75 – 38.74
15	3%	36.75 – 37.74
14	2%	35.75 – 36.74
13	1%	34.75 – 35.74
12	0%	33.75 – 34.74
11	-1%	32.75 – 33.74
10	-2% - (-3%)	30.75 – 32.74
9	-4% - (-5%)	28.75 – 30.74
8	-6% - (-7%)	26.75 – 28.74
7	-8% - (-9%)	24.75 – 26.74
6	-10% - (-11%)	22.75 – 24.74
5	-12% - (-13%)	20.75 – 22.74
4	-14% - (-15%)	18.75 – 20.74
3	-16% - (-17%)	16.75 – 18.74
2	-18% - (-19%)	14.75 – 16.74
1	-20% - (-21%)	12.75 – 14.74
0	-22% + down	12.74 or less

PHS1:

Points	% Growth HEDI Range	<i>SAMPLE</i> Percentage
20	44.36% + up	97.05 or higher
19	41.40%	94.09 – 97.04
18	35.40%	88.17 – 94.08
17	29.51%	82.26 – 88.16
16	23.65%	76.34 – 82.25
15	17.74%	70.43 – 76.33
14	11.82%	64.51 – 70.42
13	5.91%	58.60 – 64.50
12	0	52.69 – 58.59
11	- 5.92%	46.77 – 52.68
10	- 11.83%	40.86 – 46.76
9	- 17.75%	34.94 – 40.85
8	- 21.63%	31.06 – 34.93
7	- 25.51%	27.18 – 31.05
6	- 29.39%	23.30 – 27.17
5	- 33.18%	19.41 – 23.29
4	- 37.16%	15.53 – 19.40
3	- 41.04%	11.65 – 15.52
2	- 44.92%	7.77 – 11.64
1	- 48.81%	3.88 – 7.76
0	- 48.82 and less	3.87 or less

Note: The values listed on the conversion chart are the minimum values necessary to receive the corresponding HEDI point values.

PES 2:

Points	% Growth HEDI Range	<i>SAMPLE</i> Percentage
15	5% + Up	43.475 or higher
14	4%	42.475 – 43.474
13	3%	41.475 – 42.474
12	2%	40.475 – 41.474
11	1%	39.475 – 40.474
10	0%	38.475 – 39.474
9	-1%	37.475 – 38.474
8	-2% - (-3%)	35.475 – 37.474
7	-4% - (-5%)	33.475 – 35.474
6	-6% - (-7%)	31.475 – 33.474
5	-8% - (-9%)	29.475 – 31.474
4	-10% - (-11%)	27.475 – 29.474
3	-12% - (-13%)	25.475 – 27.474
2	-14% - (-15%)	23.475 – 25.474
1	-16% - (-17%)	21.475 – 23.474
0	-18% + Down	21.474 or less

PMS 2:

Points	% Growth HEDI Range	<i>SAMPLE</i> Percentage
15	5% + Up	38.75 or higher
14	4%	37.75 – 38.74
13	3%	36.75 – 37.74
12	2%	35.75 – 36.74
11	1%	34.75 – 35.74
10	0%	33.75 – 34.74
9	-1%	32.75 – 33.74
8	-2% - (-3%)	30.75 – 32.74
7	-4% - (-5%)	28.75 – 30.74
6	-6% - (-7%)	26.75 – 28.74
5	-8% - (-9%)	24.75 – 26.74
4	-10% - (-11%)	22.75 – 24.74
3	-12% - (-13%)	20.75 – 22.74
2	-14% - (-15%)	18.75 – 20.74
1	-16% - (-17%)	16.75 – 18.74
0	-18% + Down	16.74 or less

PHS 2:

Points	% Growth HEDI Range	<i>SAMPLE</i> Percentage
15	29.52% + up	82.26 or higher
14	23.65%	76.34 – 82.25
13	17.74%	70.43 – 76.33
12	11.82%	64.51 – 70.42
11	5.91%	58.60 – 64.50
10	0	52.69 – 58.59
9	- 5.92%	46.77 – 52.68
8	- 11.83%	40.86 – 46.76
7	- 17.75%	34.94 – 40.85
6	- 21.63%	31.06 – 34.93
5	- 25.51%	27.18 – 31.05
4	- 29.39%	23.30 – 27.17
3	- 33.28%	19.41 – 23.29
2	- 37.16%	15.53 – 19.40
1	- 41.04%	11.65 – 15.52
0	- 41.05 and less	11.64 or less

Note: The values listed on the conversion chart are the minimum values necessary to receive the corresponding HEDI point values.

Principal Evaluation

Overall Rubric Score

	<u>Rubric Score</u>	<u>Points for Indicators</u>	
Highly Effective	60 points	180-165	
	59 points	164-150	
Effective	58 points	149-135	
	57 points	134-120	
Developing	56 points	119-116	
	55 points	115-112	
	54 points	111-108	
	53 points	107-104	
	52 points	103-100	
	51 points	99-96	
	50 points	95-92	
	49 points	91-88	
	48 points	87-84	
	47 points	83-80	
	46 points	79-77	
	45 points	76-74	
	44 points	73-71	
	43 points	70-68	
	42 points	67-65	
	41 points	64-62	
	40 points	61-60	
	Ineffective	39 points	59-58
		38 points	57-56
		37 points	55-54
36 points		53-52	
35 points		51-50	
34 points		49-48	
33 points		47-46	
32 points		45-44	
31 points		43-42	
		<u>Rubric Score</u>	<u>Points for Indicators</u>
		30 points	41-40
		29 points	39-38
	28 points	37-36	
	27 points	35-34	
	26 points	33-32	
	25 points	31-30	
	24 points	29-28	
	23 points	27-26	

	22 points	25-24
	21 points	23-22
	20 points	21-20
	19 points	19
	18 points	18
	17 points	17
	16 points	16
	15 points	15
	14 points	14
	13 points	13
	12 points	12
	11 points	11
	10 points	10
	9 points	9
	8 points	8
	7 points	7
	6 points	6
	5 points	5
	4 points	4
	3 points	3
	2 points	2
	1 points	1
	0 points	0

SEAFORD UNION FREE SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

Name:

Date:

School:

Status: (Probationary/Tenured)

1. **SPECIFIC AREAS FOR IMPROVEMENT:**

2. **EXPECTED OUTCOMES OF THE PIP:**

3. **RESPONSIBILITIES:**

4. **RESOURCES/ACTIVITIES:**

5. **EVIDENCE OF ACHIEVEMENT:**

SEAFORD UNION FREE SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

6. TIMELINE:

Superintendent

Date

Principal

Date

SEAFORD UNION FREE SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

Name:

Date:

School:

Status: (Probationary/Tenured)

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
Diagnosis & Planning			
Priority Management & Communications			
Curriculum & Data			
Supervision, Evaluation & Professional Development			
Discipline & Parent Involvement			
Management & External Relations			

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Blair G. G. G. 6/13/14

Teachers Union President Signature: Date:

[Signature] 6/13/14

Administrative Union President Signature: Date:

[Signature] 6/13/14

Board of Education President Signature: Date:

[Signature] 6/18/14